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ABSTRACT

These four issues of "The Journal of Staff, Program, and Organization Development" contain the following articles: "A Theory of Effectiveness: Faculty Development Case Studies," by Ronald Smith and Fred Schwartz; "Career Goals of Faculty," by Mary Deane Sorcinelli; "Effects of a Staff Development Center," by Donna Nickel; "Distinguished Teaching Awards," by David Irby and Alice Kuramoto; "A Linkages Model for Leadership Renewal," by Dale F. Campbell; "Effective Department Chair Training on a Low Cost Budget," by Ann Lucas; "Staff Development Needs of Part-Time College Faculty," by Ann Byrd and Al Smith; "The Inside-Outside Connection: Professional Advancement for Instructional Development Professionals," by J. Nicholls Eastmond, Jr. and Robb S. Russon; "Merit Pay and Merit Recognition Plans in Community and Junior Colleges," by Hans Andrews; "Measuring Teaching Excellence," by Judith Olson-Fallon and Donald Stanley; "Assessing Professional Development Interests of Faculty," by James Eison; "Faculty Satisfaction with Faculty Evaluation Procedures," by Robert Dollar and Martha Martin; "The Bull's Eye Approach to Analyzing, Developing, and Implementing Training for Business and Industry," by Patricia Gill and Harold Suggs; "New Expectations of Academic Personnel Administration," by Hugh Thompson; "Using an Objective Observation System to Diagnose Teaching Problems," by Karron G. Lewis; "Student and Alumni Activities," by Frank Canavit; "Faculty Renewal," by Millicent Community College," by Janet B. O'Dowd. (LAL) by Phyllis Zweig Chinn; and "Mental Health Counseling in the Community College," by Janet B. O'Dowd. (LAL)

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The Journal of Staff, Program & Organization Development and the following Affiliate Organizations agree to support scholarly study, communication, and progress within the fields of staff, program, and organization development and to promote and further the fields as integral and necessary components of institutions of higher education.

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Close Looks at Professional Development

*Faculty, administrators, and
SPOD practitioners are subjects
of studies in this issue.*

By GORDON WATTS

This issue of the journal brings us several articles related to professional development in faculty, administrators, and in SPOD practitioners—with some findings that may surprise the readers.

In the first of these articles beginning on page 3, Ronald Smith and Fred Schwartz turn the tables—so to speak—on faculty developers by presenting the results of their case studies of SPOD professionals working as consultants with faculty members. Then, beginning on page 9, Mary Sorcinelli reveals some interesting findings about the career goals and common aspirations of faculty members at Indiana University.

Continuing with studies of faculty, Donna Nickel explains, beginning on page 13, what effects a curriculum and instructional development center at Valencia Community College had upon faculty awareness and the use of certain educational concepts, media materials and testing strategies. Also, beginning on page 16, David Irby and Alice Kuramoto help to answer the question, "What constitutes superior teaching?", through an analysis of student, alumni, facul-

ty and administrator nomination letters for distinguished teaching awards.

In the final article beginning on page 21, Dale Campbell examines recent efforts at renewal of college leaders in the state of North Carolina. After discussing such questions as "What is the value of professional development?" and "Who should pay for such development?", Campbell presents a linkages model that explains who might pay and who might benefit from a typical program.

Concerning future issues, it is a pleasure to announce that the

National Council for Staff, Program and Organizational Development will sponsor the Winter issue of this volume of the journal. NCSPOD is one of four national organizations which are affiliated with the journal.

Another call seems appropriate for articles outlining exemplary practices in professional development. Experience has shown that such helpful information as to what is working well for you is eagerly welcomed by other practitioners in the field. Send all materials or queries to the Editor, P.O. Box 876, Stillwater, OK 74076.



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A Theory of Effectiveness:

Faculty Development Case Studies

Through this study, the authors note how easily faculty development consultants fall into incongruity between what they do and what they believe should be done and suggest that such inconsistencies reduce their effectiveness.

By RONALD SMITH & FRED SCHWARTZ

MANY FACULTY DEVELOPERS spend a significant portion of their time working as consultants with faculty members. How successful are they in this role? Argyris and Schon (1974) and Argyris (1970) suggest that effectiveness in a consulting relationship depends on three factors. First, the consultant must elicit valid information about the problem. If relevant information is withheld or hidden (whether deliberately or unintentionally), problem identification, problem solving, and decision-making are hindered. Second, it is important to create a climate which encourages free and informed (rather than coerced) choices and commitments. Third, no progress can be made unless the person seeking assistance freely decides to take action and to monitor success or failure.

If these are the conditions of a successful consulting relationship, what strategies are most consistent with them? Argyris (1982) makes two essential points. The first concerns control. Only if clients share in the design and control of tasks and the environment is there likely to be a free flow of information and free and informed choices. The second concerns the way in which individuals deal with negative feelings that emerge in working relations. Rather than trying to protect themselves and the other person in these threatening situations, they should work together to generate valid and relevant information.

These strategies for action and their associated values (valid information, free and informed choice, and internal commitment) call for a collaborative inquiry process. The faculty developers and their clients are viewed as interdependent. Neither is likely to have the solution to the problem at hand, and each requires the other's help in working through the problem.

GENERATION OF CASE STUDIES

In order to collect data to assess the effectiveness of faculty developers in complex interpersonal situations, we invited fourteen faculty developers attending a workshop at a national conference to write up a detailed study. The background for the case described Professor White (an alias) who is dissatisfied with the performance of student J. Doe in his class. White wants to keep Doe in class and help him pass, but is giving his final warning. We provided workshop participants with a transcript of some of Professor White's statements to Doe. These statements were said to represent the range of meanings that Professor White communicated.

1. Doe, your performance is not up to standard; moreover, you seem to be carrying a chip on your shoulder.
2. It appears to me that this has affected your performance in a number of ways. You seem lethargic, uncommitted, and disinterested. My students cannot have those characteristics.
3. Let's discuss your feelings about your performance.
4. Doe, I know you want to talk about the injustices that you believe have been perpetrated on you in the past. I do not want to spend a lot of time discussing something that happened several months ago. Nothing constructive will come from it. It's behind us.
5. I want to talk about you today, and about your future in my class.

In this column, write any concurrent thoughts or feelings you would have that, for whatever reasons, you would not communicate with White.

In this column, write what you would say to White, how you would expect White to respond, and how you would respond to White's reply. Write up the actual conversation with White.

Figure 1. Format for responses.

We asked each faculty developer to produce: (a) an analysis and critique of how White dealt with Doe; (b) any recommendations they would give to White, and (c) a conversation they would have with White if he came to them and said, "How well do you feel I dealt with Doe." We used the format shown in Figure 1.

We then examined the cases for each faculty developer's judgments of White's effectiveness, the implied theory of effectiveness embedded in the analysis and critique of White's performance, and the extent to which the dialogue generated was consistent with the inferred theory of effectiveness. We invite the reader to consider his or her own theory of effectiveness before going on.

ANALYSIS AND CRITIQUE OF WHITE'S EFFECTIVENESS

An examination of the "analysis and critique" section of the case write-ups led us to conclude

TABLE I

A Faculty Developer's (FD) Reasoning about White's Effectiveness

FD's analysis and critique of White's effectiveness	Inferred theory of effectiveness	FD's recommendations to White
"Expectations may not have been clear to students"	make your expectations clear	"ask questions about expectations of student performance & how these were communicated"
"You seem to have a chip on your shoulder, assumption never checked out"	check out your assumptions	"share with students assumptions/perceptions of chip; ask, if accurate, how and why?"
"The whole tone of this is extremely negative and will probably put the student on the defensive."	set positive tone; avoid defensiveness	"Instructor should indicate concern rather than criticism"
"Instructor seems to have already made up his mind"	don't prejudice	"Instructor should try not to form an opinion until he has heard the student's side of the story"
"The professor attributes all sorts of reasons to student for the poor performance—chip, etc.—which may or may not be valid"	test out your attributions	"Hear out from student why she/he isn't doing well; perhaps White's interpretation of situation is false"

that all of the faculty developers judged Professor White's performance to be inadequate. Column 1 of Table I presents illustrations from the developers' analyses and critiques of his effectiveness. We inferred their theories of effectiveness from their statements as illustrated in Column 2. During the workshop, we made these inferences explicit and participants confirmed them.

Column 3 of Table I presents the developers' recommendations to White. In the cases illustrated, their recommendations are consistent with their theories of effectiveness. However, there were times when the reasoning about White's effectiveness was internally inconsistent. For example, one developer wrote, "The teacher has already prejudged or determined the cause of the student's poor performance—'past injustices'!" But that statement indicates that the consultant has made a judgment without any apparent attempt to verify its accuracy. When we made the participants in the workshop aware of this paradox, namely, that they were doing to White exactly what they had judged as ineffective when White did it to Doe, they readily acknowledged it. However, they said they would not actually say or do these things to White. We need, therefore, to examine the dialogues they created to see whether their conversations with White were consistent with their theories of effectiveness.

Tables II, III, and IV present the complete dialogues generated by three of the participants. These cases were chosen, because they reflected the major findings of our analysis clearly and concisely.

Notice in Table II that:

1. The left column gives information about the developer's theory of effectiveness: avoid negative critiques (A); don't be blunt (C); allow client's participation (B); allow the expression of feelings (C). (The letters in parentheses refer to paragraphs in Table II.)
2. The left column also reveals the developer's espoused strategies: "don't jump in with negative critiques" (A); "probe to see if White can come to . . ." (B); and "open up an avenue of discussion . . ." (C).
3. On the right hand side the faculty developer asks a series of questions (D, F, and H). These questions are consistent with his inferred theory of effectiveness and espoused strategy outlined above.

For example, in order not to jump in immediately with a negative critique the developer asks White to describe Doe's response to his efforts to be helpful (D). In order not to be blunt, the developer asks White if he can think of anything he might have done differently (F). We assume that the developer is trying to be helpful to the faculty member.

4. These questions are designed to get White to open up an avenue of discussion so that ideas might be shared (C). Our prediction is that this questioning strategy will not be effective. For each question the developer asks, White is likely to infer judgement and criticism. To illustrate, the professor might interpret D ("Tell me what was Doe's response to your effort to help") to mean that his efforts were not helpful to Doe. The question in F about doing things differently could be interpreted "You should have done something different." In H the developer implies that White didn't get Doe to discuss the problems that were bothering Doe. J implies that White was ineffective because he was not patient enough. If White feels these criticisms and judgements then he is unlikely to open up an avenue of discussion and share ideas. Hence the developer's strategy will be counter-productive and ineffective.
5. The developer has evaluated White's performance, for example, "Doe was not allowed to participate" (B), "you were negative" (C). He assumes that these judgements and evaluations are accurate and valid. He does not subject them to any test or disconfirmation.
6. Furthermore, it is unlikely that the developer will test his judgements or evaluations because to do so would violate his criteria for effectiveness which is "don't jump in with a negative critique" (A) and "don't be blunt" (C). Hence, built into his own theory of effectiveness and his reasoning are features which prevent him from testing the accuracy of his judgements, and generating valid information.

Table III presents another dialogue. Some of our observations about this dialogue are:

1. The left column reveals a part of the developer's theory of effectiveness:

"have students make verbal commitments to the ground rules of the course" (A). Yet, in the dialogue, the theory is not made clear to White, nor is his explicit commitment and acceptance of the theory gotten from White.

2. The developer evaluates him: "White has already decided Doe is wrong" (B). This implies that White should not make prejudgments, yet the developer has prejudged White.
3. In (B), the developer criticizes White for gathering evidence to support his prejudgment that Doe is wrong. Yet, the developer's own

TABLE II

Dialogue Between First Faculty Developer (FD) and White

Uncommunicated concurrent thoughts and feelings	Dialogue between FD and White
(A) Assumption: Relationship between FD & White is casual & this is first session between us. I don't want to jump in with a negative critique immediately. I will assume that he has a positive experience?	(D) FD: Well, I feel it was very important to your process with Doe that you genuinely want to help him. Tell me, what was Doe's response to your effort to help?
(B) What I feel is important in his dialogue with Doe is that Doe was not allowed to participate. I would probe to see if White can come to this understanding on his own.	(E) White: Well, it was pretty negative. You know he has a chip on his shoulder and it really affects his attitude. I don't think that he will make it.
(C) I don't want to say bluntly, "You were negative in your talk with Doe," but I do want to dialogue or show the value of discussing Doe's feelings of past injustices. If White can open up an avenue of discussion, then we might share ideas.	(F) FD: Do you think there was anything you might have done differently that might have helped the situation?
	(G) White: Probably, but I'm not sure what. I told him what my expectations are and tried to guide him to deal with the future rather than staying in the past. I don't have the time for a lot of unimportant stuff.
	(H) FD: White, do you think it might have helped to draw him out on what he felt his problems were? Sometimes people are able to see the future a little more clearly if they are able to discuss the problems that are bothering them—even if they might not relate directly to what you think is important.
	(I) White: Well . . . maybe.
	(J) FD: Frankly, we all need to be a little more patient when attempting to help out students.

TABLE III
Dialogue Between Second Faculty
Developer (FD) and White

Uncommunicated concurrent thoughts and feelings	Dialogue between FD and White
(A) Too often as teachers, we set the ground rules implicitly, do not communicate them to students, and do not have students take verbal responsibility for their own learning. They don't realize they've made a commitment by staying, so it is hard for you to appeal to their integrity in this choice later. Might be better to allow students to participate in setting the ground rules.	(D) <i>FD</i> : White, when the class first began and you set forth your expectations for students, did you give each student the opportunity to accept individual responsibility for meeting those expectations or withdrawing from the class?
(B) I think White has already decided Doe is wrong and is gathering evidence to prove this.	(E) <i>White</i> : Well, I said what my students must do and a few did drop out at that time.
(C) White needs to acknowledge the past can be past for himself as well as Doe.	(F) <i>FD</i> : Would you be willing to allow Doe to recommit himself to meeting those expectations?
	(G) <i>White</i> : His behavior shows he really isn't interested in the course.
	(H) <i>FD</i> : I agree he may not have shown much interest in the past. The question is whether it is too late for him to behave in a way that would allow him a success for the remainder of the class. If it is, perhaps it is appropriate for him to withdraw now and take the course later.
	(I) <i>White</i> : Well, I consider it a failure on my part if I can't communicate my enthusiasm for this class at a level where students will sense and respond to it. I really don't want him to drop out.
	(J) <i>FD</i> : You know, White, we can not "learn" a student anything. Some students are willing to respond to what we have to offer at a given time and some are not. I would suggest that you tell Doe some ways he might be able to deal with those issues you feel are standing in the way of his learning at this time. Then, either get his commitment to "be here and now" and to keep his word to do what he said he would do in this class by virtue of his staying in the class, or ask him to leave the class.

strategy of asking questions (D,F) to get evidence to support the judgment that White didn't get student commitment (A) contradicts this theory of effectiveness. He or she is doing exactly what was judged ineffective when White did it to Doe.

Table IV presents a dialogue which represents a direct approach, rare with this group of developers. Our observations about the dialogue are:

1. The developer says that White's conclusions may not be correct because of factors that have not been explored (B). Yet, the developer's own conclusions, that White is "opinionated . . . functions on a think level. . ." (A), may be wrong and are not explored.
2. The developer's attribution that White is "not someone you could say he is wrong to" (A) prevents testing other evaluations, because that would be telling White he is wrong. This thinking prevents White from generating the information necessary for collaborative problem solving. The process is self-sealing.

CONCLUSIONS AND DISCUSSION

These examples illustrate what we found in all of the dialogues. The faculty developers withheld information and made assumptions, judgments, and attributions without admitting or testing them. Consequently, they could have been acting on the basis of inaccurate information. They rarely confronted each other or raised threatening issues. They avoided expressing negative feelings. Their emphasis was on being logical, objective, and unemotional. As a result, the issues that need to be raised to solve significant problems were unlikely to be expressed.

The behaviors these case studies suggested are consistent with attempts to manage information and to control both the situation and the other person. These actions are likely to create defensiveness, mistrust, and little learning. The faculty developers espoused openness and problem solving, but their case studies revealed behavior unlikely to lead to either. They created paradoxes, dilemmas, and inconsistencies, and they did not seem to be

aware of them.

Faculty developers do not deliberately design their actions to produce these consequences. When these dilemmas were pointed out to them, they readily admitted to them. Our work suggests to us that faculty developers have theories-of-action of which they are unaware, but which actually govern their behaviors. These theories-in-use are different from their espoused theories of effective action.

Research on various adult populations indicates that most people have a theory-in-use that, in fact, differs from the one they espouse. Argyris and Schon (1974) have called this theory-in-use Model 1. They have found it in over 99 percent of the more than 2,000 professionals they have studied (Argyris, 1983).

This Model 1 theory-in-use has its basic values or governing variables: define your goals and try to achieve them, maximize your chances of reaching your goals (avoid losing), be rational, and minimize the generation of negative feelings. The behaviors of the developers (withhold information, make unillustrated and untested evaluations, etc.) and the strategies which are inferred to underlie them (manage the information and control the task) flow from and are consistent with Model 1 governing variables. In complex interpersonal situations, these values, strategies, and actions lead to counterproductive behavior and ineffectiveness.

To explain the inconsistencies and dilemmas in the faculty developers' cases, we must look to their thinking. They were confident of their analyses. Inferences and assumptions were taken as valid, even though Professor White may logically have made different inferences and assumptions. The faculty developers, by assuming their logic was correct and failing to test the validity of their inferences and assumptions, established a system of thinking in which error was possible and unlikely to be discovered. In addition, by withholding information and by minimizing the expression of negative feelings, the faculty developer helped to create a climate where the feedback necessary to detect errors was unlikely.

If you agree with our analyses and interpretations of the cases, and accept the theoretical position, then increasing faculty development effectiveness means becoming aware of your theory-in-use and the way in which it contradicts your espoused theory (Smith, 1983). This task is difficult and complex. The bibliography contains several refer-

TABLE IV

Dialogue Between Third Faculty Developer (FD) and White

Uncommunicated concurrent thoughts and feelings	Dialogue between FD and White
(A) He is a very opinionated person who functions on a think and not a feeling level. So I would appeal to White's reason and sense of fair play. He is not someone you would say that he is wrong to. He is, however, not afraid to say and think how he feels.	(B) FD: You have come up with a conclusion about Doe's reasons for poor performance which may not be correct. Perhaps Doe's poor performance may be due to other factors that, if explored with you, would lead to a better attitude toward your course.
	(C) White: I think the kid is smart. I find it frustrating that all sorts of personal factors prevent him from doing well.
	(D) FD: How could you tell him that?
	(E) White: It has to be straightforward and short like I told you —no deep analysis stuff. Maybe I can tell him I don't know why he is not doing well.
	(F) FD: It sounds as if you have a number of things you could explore with one another.

ences which might be helpful: Argyris (1982), Bolman (1978), Heller (1982).

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Career Goals of Faculty: Future Trends & Directions

Results of this study conducted at a large state university show that most faculty members set career goals and many share common aspirations. The author identifies both similarities and differences in the career plans of faculty.

By MARY DEANE SORCINELLI

INSTITUTIONS OF HIGHER EDUCATION, faced with limited resources, declining and changing enrollment patterns, and lowered faculty mobility are beginning to examine how their policies encourage or impede the professional growth of faculty (Baldwin, et al., 1981; Corcoran & Clark, 1984; Furniss, 1981; Lovett, 1984). At Indiana University, the Dean of the Faculties Office initiated a multi-focused career development study in order to understand the careers of its faculty.

How do faculty view their future in academia? How do they set goals, what are those goals, and how seriously do they think about career change? These are several of the key questions that the study sought to answer. This paper examines the goals of faculty members; identifies career plans peculiar to discipline, rank, and sex; and suggests issues faculty developers, unit chairs and other administrators need to be aware of when planning programs to enhance the development of faculty.

METHOD

To answer the questions posed above, the researchers obtained data from a sample of 112 faculty. Four academic units were selected to provide a variety of career experiences. The sample from one department in humanities, one in natural sciences, and two professional schools was stratified by rank and sex.

Two types of data were employed in the study: in-depth interviews followed by questionnaires. The interview guide consisted of 10 open-ended questions that supplied a frame of reference for respondents and encouraged discussion. The interviews provided information on career choice, strengths and weaknesses, opportunities and constraints, transitions and aspirations, and the effect of life away from work on an academic career.

Questions were suggested by studies on academic careers (Baldwin, 1979; Brown and Shakraft, 1974). Coding of the interviews was completed using an inductively derived coding instrument.

The questionnaire was completed after the interview and provided more information on work and life away from work. Questions were suggested by studies on careers (Baldwin, 1979; Blackburn & Hovinghurst, 1979; Kanter, 1977; and Sarason, 1977), and on work and non-work satisfaction (Near, et al., 1983).

METHOD

1. How did you come to choose an academic career?
2. Could you briefly describe your career—the major responsibilities and interests from your first to your current position?
3. What are your major strengths as a faculty member?
4. How does the University recognize or reward your strengths? If not, how might they capitalize on and reward your skills?
5. What skills or abilities would you like to improve? Are there ways the University could assist you to develop or improve the areas mentioned?
6. How can the University assist faculty in developing or enhancing their careers?
7. What are your short- and long-term career goals?
8. Did you ever think of making a career change?
9. How has life outside of work made an impact on your career development?
10. If you were able to start all over again, do you think you would still choose an academic career?

FIGURE 1. Faculty career development interview questions.

The strength of the interview was the opportunity it provided for qualitative, depth discussion and formulation of individual perspectives; the questionnaire data provided quantitative comparisons. This paper focuses on themes suggested by analysis of personal interviews.

FINDINGS

The study results demonstrated that most faculty members set career goals and many shared common aspirations. The context of career planning, however, was complex and not reducible to one prominent feature. Individuals shaped goals from personal inclinations, goals and rewards set by the institution and society, and responsibilities outside of academic work. It is important to address both similarities and differences in career plans, particularly among assistant, associate and full professors.

Career Goals

Goals that emerged were tied to faculty members' research, teaching, service, advancement, personal life, and quality of academic life.

Research. The primary goal of nearly every faculty member was to contribute to their discipline through research. Starting or completing articles, books, and grants were common short-term goals that fed into longer-term aspirations. Most faculty were concerned with finding time (reduced loads or semesters off or flexible staffing) and support (internal grants, resources, facilities) for research, particularly women and assistant professors. Men at higher ranks were more likely to characterize their research plan as "maintenance of current productivity," while junior and women faculty expressed interest in expanding research and grant skills.

Associate professors outlined fewer research goals than interviewees at other career stages. It was not uncommon for these faculty members to describe research as "lagging" and to identify a primary interest in teaching and service. Their collective dilemma was expressed by one: "Since tenure point, I've been spinning wheels in research. I'm trying to look for options but I keep coming to dead ends. I have no sense of a diversity of roles being needed or desirable."

Teaching. Two-thirds of faculty members discussed teaching goals. Most frequently mentioned were course and curriculum development or "maintenance of current teaching effectiveness." Emphasis on teaching noticeably declined at full rank. Senior professors were least likely to mention instructional goals, and planned for teaching on a "semester-to-semester" basis. Some expressed a

desire for less teaching. A longing to complete research before the end of a career, a sense of "increasing distance from undergraduates," boredom, and less energy for teaching were all factors: "I try to vary my teaching, but over the years it's like playing the same record, over and over again." While enthusiasm for teaching declined, contentment with teaching effectiveness seemed to increase with rank. Assistant professors more frequently reported plans to improve teaching skills (lecturing, discussion, testing, grading) and courses.

Service. Over half the interviewees mentioned service goals. Many were content to maintain or "prune back" service involvement. Some, particularly associate professors, desired either departmental or university administrative posts, although several saw few "career rungs or ladders" in the university. Others viewed service to the discipline or off-campus consulting as more compatible with career development: "Service drains research time and is not transferable to other institutions unless it's for your discipline."

Advancement. About half the sample identified advancement goals, primarily tenure and promotion, leaves or sabbaticals. For many junior faculty, tenure was the only goal: "Tenure is the iron curtain." Full professors sought growth through a leave or sabbatical: "I'd like to use a sabbatical to reevaluate my research."

Personal. About half the interviewees discussed personal goals that affected career aspirations. Major considerations were family, leisure, and retirement. Such responsibilities as balancing dual careers, childrearing, or maintaining financial stability were often mentioned by assistant professors. One who wanted the university to show awareness of the problem of spouses explained: "The situation with my wife is my single most critical concern. She has skills this university could use." He added that the birth of a second child had intensified both dual career and financial issues.

Full professors often mentioned retirement and leisure goals. Some looked forward to time occupied by "golf and other outside interests." These individuals spoke for incentives to retire early and allow young faculty "with enthusiasm, freshness, and new perspectives" to take their places. More, however, described work as central to their lives and expressed uncertainty about retirement: "In looking at career development you should look at why and how creativity peaks. Here I am with a wealth of knowledge and experience and the university throws up roadblocks." Senior faculty called on the university to help with the transition to retirement, and to provide options for those who desired to perform research, teach, or somehow contribute to the university beyond age 70.

Quality of Academic Life. A third of the sample wanted to improve the quality of academic life—the prestige or collegiality of department, school or university. Enhancing departmental prestige was a goal across disciplines, while “improving the quality and vitality of the university” was more often a goal of full professors. Increasing collegiality was almost exclusively the goal of women faculty. They seemed to need and to spend more time in various collegial interactions, both intellectual and social, than did men: “It’s part of my plan—to help maintain good working relationships so the department stays cohesive. The department is my intellectual home.”

Job Changes

There has been much written about demographic, economic and societal trends that foreshadow uncertain futures for academics irrespective of age. Those conducting the study wondered if the less than ideal prospects for an academic career had inspired faculty at Indiana to think about career change.

Despite difficulties facing higher education, faculty members were generally satisfied with academic life. While most had at least casually thought about other careers, only a third were considering changes and a sixth actively seeking other positions. Several reported that the great advantage to an academic career was the possibility for change without leaving the institution: “I did something on my sabbatical that was a complete departure for me. I changed to another field with a completely different technology and set of questions.”

Still, some faculty felt “trapped” in their current position. They viewed options as limited by age or fewer positions in their discipline, higher education or outside academia. One noted poignantly: “I feel at times as I suppose auto workers do. I feel like a displaced worker. Just as in the case of the autoworker, there are forces beyond our individual control. The assembly worker has done nothing to deserve displacement. It’s just that times have changed.”

For most considering change, however, the reasons offered touched on some sense of the constraints of the university rather than those of an academic career. Contemplated change was almost exclusively in terms of moves to other universities and colleges. Among those considering and actively seeking other positions, no single factor was predominant. Often they were motivated by a combination of an increased chance for advancement and salary, quality of academic life, and personal considerations. One professor summed it up: “My new position offers better salary and resources for re-

search, good undergraduates, and a chance to build a graduate program. Also, I’ve raised my kids. My wife and I are ‘empty nesters’ and have less ties to a particular place.”

Future Directions

Individuals described their prospects in several ways. About half of the sample characterized their career as “moving.” They valued their accomplishments, saw their work as central to their lives, and saw continued opportunity for growth and development: “I’m in a growing field. There is lots of excitement and I feel like I’m constantly progressing.”

Another third, mostly associate and full professors, described their future as “maintenance.” Most described a career that had reached a plateau and expressed contentment: “I have no burning ambitions. I accomplished many of the things I set out to do.” But for a few, working in a “less fashionable” field, or putting aside research to pursue other interests had resulted in a feeling of being stuck: “I’m at a fork in the road; I have no clear plan.”

Assistant and women faculty expressed the most uncertainty about their future in academia. Both were primarily untenured and, by necessity, were thinking about career options while waiting for tenure. For some, dual careers, commuter relationships, or children constrained career reassessment. One woman remarked, “I’ve thought seriously about a medical career, but I have to wait until my child is older, because of the amount of time I’d be away.”

A final group characterized their future as “bounded by time.” Nearly all were full professors who still planned long range, despite the press of time and retirement: “I used to think of time as endless. Now I budget out the years. I have a wish to do something of deeper and more lasting importance than anything I’ve done so far.”

CONCLUSIONS

Overall, career goals are shared across dimensions of discipline, school, rank, and sex. The aspirations of faculty members arise from the way they identify their responsibilities as researchers, teachers, participants in service, and individuals with lives beyond these academic roles. At the same time, discussion of future goals identified important differences, especially among junior, mid-career, and senior faculty.

The goal that characterized most faculty members was linked to their role as researchers. More than any other recommendation, faculty wanted the institution to provide more time and support

for scholarship. Junior faculty and women, in particular, felt severe time pressure. Slightly reduced teaching, advising, or service or some sort of career development grant might allow time to establish research programs and plan courses.

For many faculty, teaching was not as high a priority as research, and was more subject to short-range planning. While junior faculty were most concerned with their performance, demands of establishing a research record often discouraged their seeking formal assistance. Senior faculty had a wealth of teaching experience, but expressed less enthusiasm for the role. Linking such individuals within or across departments and schools (mentoring, networking, team or interdisciplinary teaching) might help. The interviews also indicate that time spent on teaching might change somewhat if the "two-tier reward system" for research and teaching changed.

The tension among faculty aspirations, particularly in research and teaching, were expressed so often that they merit additional mention. In discussing career development, faculty members often separated their research from teaching. Because the institution gains immeasurably from the contribution of faculty who are successful in both roles, faculty development programs need to find ways to assist individuals in planning scholarly and instructional goals that are harmonious—and that are beneficial to both faculty members and the students they teach.

Categorizing service goals was more unwieldy, but faculty at higher ranks, particularly at associate level, reported more interest in positions in departmental, school, and university administration. Some faculty nearing retirement felt underutilized. Creating such "career ladders" as short-term administrative internships, senior consultants to help solve institutional problems, and rewards that affirm career diversity might support individuals who feel "locked in," but want to pursue new roles.

The goals of women faculty differ more in degree than in kind from their male counterparts. Put simply, women set more goals, despite some preference for flexible planning. "Finding more time to do my work" was an important goal for many faculty, but most noticeable for women. This was not surprising given that they were trying to do everything. Although many of their goals will serve the university well (teaching, advising, university service), they may result in more personal than professional rewards. Learning to balance efforts and commitments are career strategies that more women need to consider.

Finally, while many faculty see their careers as progressing, the interviews show that career ques-

tioning is very real. Some associate and full professors characterized themselves as having reached a plateau with no clear sense of where to go. If many individuals at higher ranks indicate that they are not leaving the institution, the university faces a real challenge. Continued effort to establish support for research, teaching, multidisciplinary projects, faculty exchange, as well as experiments with more flexible arrangements for staffing leaves, sabbaticals, dual careers and retirement will be necessary to create a better environment.

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Effects of a Staff Development Center

Based on this study, the author concluded that the Curriculum and Instructional Development Center at Valencia Community College was a positive experience for those involved and benefited the quality of education at the institution.

By DONNA NICKEL

THE BASIC NEED for continuing education in any profession stems from probable obsolescence if efforts are not made to keep up with developments in the field. Grabowski (1981) proposed that a professional's knowledge has a half life of six or seven years if continuing education is ignored. This indicates that an instructor who does nothing about professional growth will experience a fifty-percent decrease in competency in six or seven years.

A more compelling reason for on-going in-service education would be difficult to find since the rapidity of change in all areas of education is staggering. It is not only new information which is needed by professional educators; their need is even greater with regard to change in behavior (Grabowski, 1981). The idea that an in-service program for educators should include activities directed at both knowledge expansion and behavioral change is emphasized also by such prominent adult educators as Knowles (1970) and Houle (1980).

The problem in community college staff development has not been one of design, however. It has been one of evaluating the results of the programs.

"The most glaring shortcoming of staff development programs in community colleges in 1976 was the absence of comprehensive program evaluation," stated Smith (1980). Smith found that only 25 percent of the colleges in his study reported that there had been any extensive evaluation completed on their programs. Forty-two percent of the colleges surveyed reported no formal assessment of their programs. The implications of these findings, according to Smith, are that it is unlikely that the quality of and the support for staff development programs will improve until such evaluation is conducted.

Dennis Toback (1981) came to the conclusion

that "... successful staff and program development requires long-range planning coupled with ongoing program evaluation."

In *Toward Faculty Renewal*, Jerry Gaff (1975) begins the chapter, "The Impact of Programs" by saying that "... it is too early to expect a full and rigorous evaluation of instructional improvement programs since a large number of them are only recent additions to the academic edifice." Although this statement may have been true in 1975, it is no longer so in 1986, and every effort must be made to conduct full and rigorous evaluations.

STUDY FINDINGS

The present study was designed, therefore, to determine the effects of the curriculum and instructional development center at Valencia Community College on faculty awareness and use of educational concepts, media materials, and testing strategies. By being released from 60 percent of the regular teaching assignment for one year, 50 full-time professors at Valencia, 10 each year, were given the opportunity to participate in in-service activities. During one year, between 1977 and 1981, each participant worked on a curriculum project and attended weekly group meetings on selected topics. This study is a report of the impact of that educational opportunity on the college.

The research findings are summarized as they relate to six questions which were answered in the study.

Question 1

Was there a change in the awareness and use of educational concepts, media material, and testing strategies among those who participated in the CID Center?

There was a definite change in both awareness

and use. Increased awareness occurred on all 64 items and the range of increase was from .1 to 1.8 in the weighted means. The mean increase in awareness was .7. The increase in use was not as extensive, but one would not expect educators to transfer all new information into practice. There was a change in usage on 56 of the 64 items with a range of -.2 to 1.4 and a mean increase of .3, less than half the mean increase which occurred for awareness.

Question 2

Was there a change in the awareness and classroom use of concepts, media material, and testing strategies among those full-time faculty members who remained at the college from 1977 to 1982 and who chose not to participate in the CID Center?

The members of the control group did increase in both awareness and use over the five-year period to a degree less than that of the experimental group. The range of increased awareness in the control group was from .1 to 1.3. The mean increase of .5 was .2 below the .7 mean increase of the experimental group. With regard to use, the control group changed on 33 items as compared with 56 for the experimental group.

Question 3

Was there a difference between participants' and non-participants' pre- and post-scores?

When the control and experimental groups were compared with regard to responses to the presurvey, the experimental group was below more often than above the control group in both awareness and use. In awareness, the experimental group was below the control group on 36 items and above the control group on only 21. With regard to usage, the experimental group was below the control group on 34 items and above the control group on only 19.

This presurvey information indicates that the control group was more informed about and used more of the items than did the experimental group. This fact makes the postsurvey results even more significant. Because they started at a position less informed than their non-participating colleagues, it is likely that the CID members' increases in awareness and change in use are direct results of the year's experience.

Question 4

Did the experimental group have negative attitudes towards educational concepts or strategies at the beginning of the year's experience and was there a change in the negativity at the end of the year?

There was minimal negative attitude apparent among members of the experimental group at the time of the presurvey. Only one item, programmed instruction, received a negative response and this from only two persons. On the postsurvey, there were 12 items which received more than one negative response. This increase in negative attitude may have been due to increased awareness. Once the participants understood the concepts and strategies, they were in a better position to decide that they did or did not want to use them in teaching. It is important to note that the negative response was, "I don't want to use this in my teaching." Persons may have found personal and/or professional benefit from exposure to a concept and at the same time have decided that it was inappropriate to incorporate in their instruction.

Question 5

Were the curriculum materials developed by CID Center members still being used in 1983 by the participants and by other staff members?

Thirty-three (82.5 percent) of the CID Center participants reported that they were still using the materials developed. In addition, the materials developed by 17 of the 33 were being used by 66 other professors at the college, a range of one to 11 for any one set of course materials. This dissemination of curriculum materials was an indirect benefit of the CID Center.

Question 6

What group meetings did the CID participants remember in September, 1983 as being of the greatest personal or professional merit to them?

Fifty-seven meeting topics were presented during the five years. A single topic may have been treated from one to five times. Forty-five topics received at least one vote as being most beneficial. Only seven topics were studied by all five groups and only one of these, program evaluation, was not among the top twelve selections of valuable meeting topics.

CONCLUSIONS

Based on the information presented above, the researcher concluded that the CID Center at Valencia Community College was a positive experience for those involved and benefited the quality of education at the institution. This positive conclusion is reviewed in greater detail by examining four areas: changes in awareness and use of educational concepts, media materials, and testing strategies in the experimental group; a comparison

between the experimental and control groups with regard to negative attitude; observation by the researcher with regard to materials used by the CID Center participants; and leadership roles which have been assumed by CID Center participants.

1. Changes in awareness and use of the educational concepts, media materials, and testing strategies were greater in the experimental group. The control group was higher than was the experimental group in awareness on the presurvey. At the time on the postsurvey, however, the experimental group was much higher than the control group in awareness. This marked increase in awareness in the experimental group indicates that the increase was a direct result of the in-service activities in the CID Center.

Likewise, the members of the experimental group were using far more survey items at the time of the postsurvey than they were using at the time of the presurvey and significantly more than the control group was using at either time. The knowledge gained and experience shared in the CID Center meetings did change the classroom behavior of the 50 instructors in the experimental group.

2. Members of the experimental group were much less negative about the use of diverse teaching methods, media materials, and testing strategies than were their colleagues in the control group. It is generally believed that professionals who are amenable to change are less negative about alternative means to the same goal. That belief is reinforced in this research. The experimental group was negative about using only one item on the presurvey and about 12 items on the postsurvey. In contrast, the control group professors expressed a desire not to use 20 items on the presurvey and 19 items on the postsurvey. This intent not to use items on the 64-item survey may be indicative of a sound educational decision by instructors in a specific discipline, but the conclusion stands that the control group expressed that desire with much greater frequency than did the experimental group.

3. The changes in behavior as a result of the CID Center experiment were evident beyond the responses on the survey. Through observation the researcher determined that alternative mode curriculum materials are being used at the college to a much greater extent than would have been true without the opportunities provided in the CID Center. The faculty-designed and faculty-developed materials are improving the quality of learning at the college. Students can select from alternative materials when they are acquiring the competencies in several courses.

4. The CID Center experience served as a catalyst to unite professors from a single discipline into

leadership roles in their departments. During each of the five years of the CID Center there were faculty members from several disciplines. Professors from a single discipline who took part in the CID Center in differing years came to support one another as change agents within the department. Many instructors developed more effective working relationships with colleagues who shared the CID Center experience and in several cases these persons became a nucleus which stimulated growth in the department. Most certainly, the quality of education at Valencia has been enriched in ways less quantitative than the responses to the survey.

IMPLICATIONS

The findings and conclusions of this study combine to present important implications for staff development programs in postsecondary education. Educational institutions must make adjustments to accommodate new information and changes in society and technology. Since the faculty have a major role in that continual adaptation, they must be given opportunities, time and resources so that they can make curriculum changes which are backed by state-of-the-art information. In-service programs such as the one examined in this study do have a positive impact on the professional development and teaching behavior of participants. In-service activities must, therefore, be planned by postsecondary institutions and supported with adequate financial resources.

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Distinguished Teaching Awards: Criteria for Excellence

There appears to be consensus among students, alumni, faculty and administrators about what constitutes outstanding teaching. This study revealed that distinguished teachers were characterized by superior knowledge of their disciplines, by the ability to interact skillfully and creatively with students, and by enthusiasm.

By DAVID IRBY and ALICE KURAMOTO

MANY UNIVERSITIES OFFER distinguished teaching awards to their faculty as a means of promoting and rewarding teaching excellence. Recipients of these awards are selected by committees which have the difficult task of separating the truly outstanding teachers from the large number of very good teachers who are nominated. These committee decisions are usually made on the basis of student ratings and comments, letters from alumni and faculty, along with letters of support from department chairs and deans. What criteria of teaching excellence do these committees use to make these important decisions?

Researchers have sorted individual teacher characteristics into related groups in order to identify underlying belief structures about effective teaching. These dimensions have been determined by examination of questionnaire items and by factor analyses of questionnaire data. Several factors of teaching effectiveness have emerged consistently from factor analytic studies of classroom (Hildebrand, et al., 1971; McKeachie, et al., 1971) and clinical teaching (Irby, 1978a, 1978b; Jason, 1962). Five factors common to classroom and clinical teaching are 1) organization and clarity of presentation, 2) enthusiasm and stimulation of interest, 3) instructor knowledge and analytical ability, 4) group instructional skills, 5) challenge and high expectations. Three additional factors unique to clinical instruction include: 1) clinical supervision skills, 2) demonstration of clinical competence and 3) modeling professional characteristics. For faculty teaching in graduate programs, clinical supervision also encompasses thesis committee activities.

How consistently are these constructs of teaching excellence used by students, alumni, faculty and administrators to nominate distinguished

teachers? Researchers have found that while students and faculty used different criteria, they identified the same best teachers (Wilson, et al., 1973). Alumni ratings tend to correlate highly with those of current students (Drucker & Remmers, 1951; Centra, 1974). Other researchers have found little consistency among faculty, student and department chair ratings of the same faculty member's teaching (Blackburn & Clark, 1975; Braunstein & Benston, 1973).

The purpose of this research was to determine which teacher characteristics were used most frequently to nominate distinguished teachers and whether students, alumni, faculty and administrators used these characteristics consistently.

METHOD

Nominees for the 1982 Distinguished Teaching Awards at the University of Washington were the subjects. Thirty-six faculty were nominated from 30 different departments; 25 came from the college of arts and sciences and 11 from the health sciences.

The awards (one for each academic rank) are sponsored each year by the alumni association. In addition to the recognition and acclaim, there is a \$2,500 cash award. Nominations are solicited through the campus newspaper, alumni publications and the university news services. Students, faculty and alumni may make nominations. Additional data are requested on each nominee from administrators (department chairs and deans) as well as from the Educational Assessment Center (which provides student rating data). The total number of letters reviewed was 150-74 from students, 20 from faculty, 16 from alumni and 40 from administrators. The 36 faculty nominated were evenly distributed by academic rank: 12

assistant professors, 12 associate professors and 12 professors.

The university president appointed a selection committee composed of faculty, students and alumni. The committee met to discuss the review process. No selection criteria were specified, except reasonably high student ratings. Each member of the committee independently reviewed all the files and rank ordered his or her preferences for nominees within each academic rank. Lowest rated nominees were dropped from consideration, thus creating a finalist list of highest rated faculty.

There were 15 finalists out of 36 nominees—6 out of 12 professors, 5 out of 12 associate professors and 4 out of 12 assistant professors. All finalists were then reviewed again by each committee member independently for final determination of the most distinguished teachers by academic rank. The three winners were from the departments of aeronautics and astronautics, education and history.

After the selection committee made its final recommendations, the authors reviewed the files to determine the frequency with which various characteristics of teaching effectiveness were mentioned in the letters of nomination. Eight characteristics of teaching effectiveness were used and defined as follows:

1. Knowledge: discusses current development, reveals broad reading, discusses divergent points of view, relates topics to other disciplines and directs students to useful literature in the field.¹
2. Organization and Clarity: explains clearly, presents material in an organized manner, summarizes, emphasizes what is important and communicates what is expected to be learned.²
3. Enthusiasm and Stimulation of Interest: is dynamic and energetic, enjoys teaching, has an interesting style of presentation and stimulates interest in subjects.³
4. Group Instructional Skills: encourages active participation, establishes rapport, demonstrates respect for students, shows personal interest in students, listens attentively and questions students in a non-threatening manner.⁴
5. Challenge: offers challenging experiences to students, has high expectations for achievement.⁵
6. Clinical Competence: objectively defines and synthesizes patient problems; demonstrates skill at data-gathering, interpretation and problem solving; maintains rapport with patients.⁶
7. Clinical Supervision: observes student perfor-

mance frequently, identifies strengths and limitations objectively, provides feedback and positive reinforcement, serves on thesis committee.⁷

8. Modeling Professional Characteristics: is self-critical, takes responsibility, recognizes own limitations, does not appear to be arrogant, shows respect for others and demonstrates sensitivity to others.⁸

A tabulation grid was designed to code the frequency with which each group of nominators used the eight factors of teaching effectiveness. After the authors defined the criteria for each factor, they independently read the same six letters to establish reliability. The scoring was found to be identical except for two comments: "inspires students" which was placed in the enthusiasm factor, and "thesis supervision" which was subsumed under clinical supervision. After being satisfied with the level of reliability and agreeing upon two new decision rules, each author read and coded

¹Hildebrand, et al., 1971; Irby, 1978b; Solomon, 1966; Rugg & Norris, 1975; Greenwood, et al., 1974; Turner, 1970; Blazek, 1974; Cotsonas & Kaiser, 1963; Stritter, et al., 1975; March, 1980; Feldman, 1976.

²Hildebrand, et al., 1971; McKeachie, et al., 1971; Irby, 1978b; Solomon, 1966; Rugg & Norris, 1975; Greenwood, et al., 1974; Turner, 1970; Blazek, 1974; March, 1980; Feldman, 1976; Linn, et al., 1975; Kulik & Kulik, 1974; Kulik & McKeachie, 1975; Cohen & Herr, 1979; Isaacson, et al., 1964; Pohlmann, 1975; Solomon, et al., 1964; Deshpande, et al., 1970.

³Hildebrand, et al., 1971; McKeachie, et al., 1971; Irby, 1978b; Solomon, 1966; Rugg & Norris, 1975; Greenwood, et al., 1974; Turner, 1970; Blazek, 1974; Cotsonas & Kaiser, 1963; Stritter, et al., 1975; March, 1980; Feldman, 1976; Kulik & Kulik, 1974; Kulik & McKeachie, 1975; Cohen & Herr, 1979; Isaacson, et al., 1964; Pohlmann, 1975; Solomon, et al., 1964; Deshpande, et al., 1970; Frey, 1973.

⁴Hildebrand, et al., 1971; McKeachie, et al., 1971; Irby, 1978b; Solomon, 1966; Rugg & Norris, 1975; Greenwood, et al., 1974; Turner, 1970; Blazek, 1974; Cotsonas & Kaiser, 1963; Stritter, et al., 1975; March, 1980; Feldman, 1976; Linn, et al., 1975; Kulik & Kulik, 1974; Kulik & McKeachie, 1975; Cohen & Herr, 1979; Isaacson, et al., 1964; Solomon, et al., 1964; Deshpande, et al., 1970; Frey, 1973.

⁵Jason, 1962; March, 1980; Feldman, 1976; Linn, et al., 1975; Kulik & Kulik, 1974; Kulik & McKeachie, 1975; Cohen & Herr, 1979.

⁶Irby, 1978b; Stritter, et al., 1975; Adams, et al., 1964; Rauen, 1974; Kiker, 1973; Jacobson, 1966; Liske, et al., 1964.

⁷Irby, 1978b; Rugg & Norris, 1975; Greenwood, et al., 1974; Stritter, et al., 1975; Isaacson, et al., 1964; Adams, et al., 1964; Rauen, 1974; Kiker, 1973; Jacobson, 1966; Dixon & Koerner, 1976; Scully, 1974; Reichsman, et al., 1964; Barham, 1965; Walker, 1971.

⁸Irby, 1978b; Rugg & Norris, 1975; Kiker, 1973; Jacobson, 1966; Liske, et al., 1964.

half of the letters which were stratified by finalist/non-finalist and by academic rank.

RESULTS

The frequency with which teacher characteristics appeared in letters of nomination for the total group is shown in Table I. The most frequently mentioned characteristic was knowledge of subject matter (71 percent of letters). The rank order of the other teacher characteristics was: group instructional skill (58 percent), enthusiasm (41 percent), organization and clarity (37 percent), challenge (31 percent), modeling professional characteristics (21 percent), clinical supervision (17 percent), and clinical competence (1 percent).

TABLE I

Teacher Characteristics Found in Letters for Distinguished Teaching Award Nominees University of Washington

(36 faculty nominated and 150 letters reviewed)

Teacher Characteristics	Letters Reviewed	
	N	%
1. Knowledge	107	71%
2. Group Instruction Skill	87	58%
3. Enthusiasm	62	41%
4. Organization and Clarity	55	37%
5. Challenge	47	31%
6. Modeling Professional Characteristics	32	21%
7. Clinical Supervision	26	17%
8. Clinical Competence	11	1%

TABLE II

Teacher Characteristics Found in Letters for Distinguished Teaching Award Nominees by Students, Alumni, Faculty and Administrators University of Washington

(36 faculty nominated and 150 letters reviewed)

TEACHER CHARACTERISTICS	Letters From							
	Students (74)		Alumni (16)		Faculty (20)		Admins. (40)	
	N	%	N	%	N	%	N	%
1. Knowledge	60	81%	12	75%	14	70%	21	53%
2. Group Instructional Skill	50	68%	8	50%	13	65%	16	48%
3. Enthusiasm	33	45%	4	25%	9	45%	16	48%
4. Organization and Clarity	33	45%	4	25%	9	45%	9	23%
5. Challenge	25	34%	7	44%	7	35%	8	20%
6. Modeling Professional Characteristics	16	22%	6	38%	3	15%	7	18%
7. Clinical Supervision	13	18%	7	44%	2	10%	4	10%
8. Clinical Competence	2	0%	2	13%	1	1%	6	15%

cent), and clinical competence (1 percent).

Comparisons among students, faculty, alumni and administrators are found in Table II. Three characteristics were consistent across all four groups: knowledge of subject matter and group instructional skills (mentioned most frequently) and demonstrates clinical competence (mentioned least). The remaining five characteristics showed variations among groups. Alumni remarked more about the teachers' clinical supervision skills, use of challenge and modeling of professional characteristics than did students, faculty and administrators.

In comparing finalists with non-finalists, the rank order of comments received were the same (see Table III). However, the finalists received twice as many letters of nomination as non-finalists. The three winners were comparable to the rest of the finalists in number of nominating letters received.

Most of the letters of nomination were for professors (67 out 150 letters) and half of the letters for professors were from students. Forty-four letters were written for associate professors, of which 41 percent were from administrators and 36 percent from students. Thirty-nine letters were written for assistant professors of which 64 percent were from students.

There were some minor differences among the 11 health science faculty and the 25 arts and sciences faculty even though the rank order of teaching characteristics remained the same. Knowledge of subject matter was mentioned less frequently for health science faculty while clinical competence was used more.

TABLE III

Teacher Characteristics Found in Nominating Letters of Teaching Award Winners, Finalists and Non-Finalists University of Washington

Teacher Characteristics	Winners (3)	Finalists (15)	Non-Fnl. (21)
	Frequency of Comments		
Knowledge	16	63	36
Group Instructional Skill	16	56	26
Enthusiasm	6	37	23
Organization and Clarity	7	35	16
Challenge	5	30	13
Modeling Professional Characteristics	7	24	8
Clinical Supervision	7	17	9
Clinical Competence	2	8	3
TOTAL Letters Reviewed	20	93	57
Mean Letters Per Faculty	6.7	6.2	2.7

DISCUSSION

The characteristics of outstanding teachers identified in the literature were useful in categorizing comments of alumni, students, faculty and administrators. All four groups identified faculty fund of knowledge and group instructional skill most frequently as the outstanding characteristics of these distinguished teachers. In a similar study, Goldsmid, Gruber and Wilson (1977) found that the highest rated qualities of teaching award winner's were: (1) command of subject matter, (2) enthusiasm and concern for students and (3) personality factors. Unlike the present study, teaching expertise was not a pertinent discriminator.

While there was a great deal of similarity among all groups in their use of the general characteristics of teaching effectiveness, the greatest differences were noted in alumni letters. These differences may be attributable to the substantial number of alumni who were graduates of professional schools, such as medicine, engineering, speech and hearing and social work. They would undoubtedly be interested in teacher qualities associated with clinical skills and abilities as well as classroom presentation. Many alumni were also graduates of masters and doctoral programs. Therefore, clinical supervision and/or service on thesis committees would have been important to them.

The largest number of nominating letters came from students (74 out of 150). Since students have current contact with the faculty, this group is most likely to write nominating letters. Students provided the clearest descriptions of teaching effectiveness, including specific examples of classroom incidences. Faculty often do not have the opportunity to observe their colleague's teaching and, therefore, may not write nomination letters. Administrators generally do not observe faculty teaching either, although they may have access to student ratings. Information from administration appeared to be summarized from a faculty's file or curriculum vitae, rather than from actual teaching performance and behavior in the classroom. Alumni, being the furthest removed from the campus, wrote the fewest number of nominating letters. More nominating letters were received for professors than for associate and assistant professors. The longer a teacher is employed at a particular university the more likely they are to be at a higher academic rank and to be more widely known by students, faculty, alumni and administration. This could account for more nominating letters for professors.

Minimal differences were found in letters of nomination for health sciences versus arts and

science faculty. The clinically oriented characteristics were used least frequently even with health science faculty. This is consistent with prior research on clinical teaching in medicine. Irby (1978b) found that what separated best from worst clinical teachers most effectively was enthusiasm, organization and clarity, and group instructional skills.

These characteristics of teaching effectiveness have been used as criteria for selecting distinguished teachers, evaluating teaching and improving faculty instructional effectiveness. Members of the Distinguished Teaching Awards Committee and other teaching award committees on campus have received copies of this paper and have used the criteria for selecting award winners in subsequent years. Rating forms to evaluate classroom and clinical teaching were designed based upon these criteria. The forms are used for student rating (Irby & Rakestraw, 1981), peer observations (Irby, 1983a) and self-assessments of classroom and clinical teaching (Irby, 1983b). Finally, the characteristics have been incorporated into faculty development workshops. Characteristics of best clinical teachers have been presented as a model of effective teaching to be emulated and student ratings of these criteria are used to identify overall faculty strengths and weaknesses for improvement purposes (Irby, et al., 1982).

CONCLUSION

There appears to be consensus among students, alumni, faculty and administrators about what constitutes outstanding teaching. All four groups utilized the qualities of teaching effectiveness in a relatively consistent manner. Distinguished teachers were characterized by superior knowledge of their discipline, by the ability to interact skillfully and creatively with students, and by enthusiasm. The qualities associated with clinical teaching were used least frequently, even with health science faculty.

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A Linkages Model for Leadership Renewal

In an evaluation of the North Carolina Community College Presidents' Leadership Institute, participants agreed there is a high need for programs of continuing professional development in the area of leadership renewal. This article presents the results of an evaluation of the pilot project and describes a linkages model that emerged.

By DALE F. CAMPBELL

THE LITERATURE IS REplete with acknowledgments that human resources are community colleges' most valuable asset. Bender and Lukenbill (1984) urge institutions to move beyond simple rhetoric, however, and respond to their own human resource development needs. Unfortunately, such challenges often go unheeded when institutions face the basic question, "Who is going to pay?"

In an evaluation of the North Carolina Community College Presidents' Leadership Institute, participants agreed that there is a high to critical need for programs of continuing professional development in the area of leadership renewal. This article will report the results of an evaluation of the pilot project and will describe a linkages model which emerged with the support of the participants in which all stakeholders share in the costs of the benefits.

LINKAGES MODEL

Today there exists a plethora of continuing professional development opportunities nationwide. Actors in the community college arena include the American Association of Community and Junior Colleges, its fifteen affiliate national councils, various state and regional associations and consortia, state governing and/or coordinating bodies, and the traditional graduate centers of community college education.

Program formats range from drive-in short-term

noncredit conferences and workshops to inresident graduate education experiences. Questions frequently arise in the field as to the possible duplication of services in attempting to serve some of the same target publics. Each sponsoring organization has its own unique tradition, objectives and services which are offered to its members or clients. Each organization is also dependent on generating sufficient resources to perpetuate its own mission. Consequently, any attempts to link services must overcome the natural tendencies of boundary maintenance and typical questions as to which organization or individual(s) will get the credit and/or blame; and the ultimate question as to who will pay and/or benefit from participating in the program.

Dale Parnell (1984) states that linkages will be the name of the game for the next fifteen years. He cautions, however, that achieving them can be very difficult, though this is no reason for us not to try. Linkage is defined as the pooling or combining of resources by various stakeholders to achieve a common objective.

The American Association of Community and Junior Colleges has urged its affiliate councils to link with the parent association in achieving its new public policy agenda. One recommendation related to professional development urges the "... use of university centers for community college leadership education to develop effective programs for preservice and inservice training of leaders at

all levels, particularly midmanagement" (AACJC, 1985).

Graduate centers of community college education have a strong tradition and commitment to research, teaching and service in leadership development. However, university funding formulas do not adequately support extensive inservice programs. So again, the question is raised, "Who is going to bear the cost?"

BACKGROUND AND PURPOSE

The historically strong linkage between the North Carolina Department of Community Colleges, the North Carolina Association of Public Community College Presidents, and North Carolina State University provided the foundation for developing a model for conducting a pilot leadership renewal program which might assist future staff development officers in addressing the ultimate question of cost.

The year 1983 marked the twentieth anniversary of the North Carolina community college system. The system was founded partly to assist North Carolina in attracting new industry and to move the state from an agrarian-based economy to a more diversified manufacturing base. During this period the new system looked to North Carolina State University for assistance in developing its leadership. The Department of Adult and Community College Education at N.C. State responded by preparing approximately 30 chief executives for the system's 58 community and technical colleges and institutes—many of whom were the early leaders in building the community college system.

In the early 1980s, community college presidents once again turned to the university for help in acquiring skills needed to cope effectively with the rapid changes occurring in today's society. This time the department developed a proposal in cooperation with its general advisory committee for a pilot Community College Presidents' Leadership Institute. The proposal was endorsed by the Presidents' Association of North Carolina Community Colleges and the chairman of the North Carolina Association of Community College Trustees, and was adopted by the State Board of Community Colleges in the fall of 1983. The institute opened that fall.

The institute was designed to enable participants to:

- plan strategically to utilize appropriate forms of new technology,
- improve institutional management and decision-making,
- strengthen the partnership between trustees and the chief executive,

- enhance productivity and promote quality educational programs,
- update occupational programs for the emerging technologies,
- use new resource development and marketing strategies,
- evaluate impact of the college on learners and the community.

DESIGN

The institute incorporated a modified version of Havelock's (1969) action research model of organizational development. For the purposes of this project, action research was defined as the collaboration of researcher and practitioner in the diagnosis and evaluation of existing problems in the practice setting.

Prominent researchers and noted presidential practitioners were teamed to discuss both theory and practical experience with the participants. Dr. Byron McClenney, then chairman of the Presidents' Academy of the American Association of Community and Junior Colleges, assisted in identifying chief executives from the academy to serve in the practitioner roles. Professors of community college education from the Council of Universities and Colleges, AACJC, were selected to synthesize current and emerging research.

The institute was organized into seven three-day sessions conducted at different host campuses across North Carolina. Case studies and active group involvement augmented lectures and seminars. The format provided the participating chief executives an opportunity to compare current research and practice and its applicability to their own operations as a mechanism for self-evaluation.

Thirty-eight presidents from the fifty-eight colleges initially participated in the seven planned institute sessions. From this group, twenty-one presidents applied to the Institute for graduation upon completion of the pilot project in May of 1984. Seventeen presidents received certificates of participation having attended three or more of the planned sessions. Four presidents received certificates of excellence for more intensive study which involved participation in three or more Institute sessions, completion of a case study, and final presentation of an exemplary program from their respective institutions at the final Institute session in May (Moore, et al., 1985).

EVALUATION METHODS AND PROCEDURES

The evaluation procedures were designed to enable participants to: (1) diagnose and evaluate themselves and their respective institutions in rela-

tion to the objectives of the Institute; (2) assess whether any personal or organizational change occurred as a result of Institute sessions; and (3) determine the feasibility of the design as a model for future leadership renewal programs.

Participants were mailed formative evaluations with a self-addressed stamped envelope thirty days after each Institute session. Salinger and Deming (1982) recommend this procedure be utilized to minimize the halo effect and to provide participants the opportunity to initiate any organizational change on their respective home campuses.

The formative evaluations sought to determine: the perceived level of competency in the subject matter before and after the session; suitability of instructional materials; groups with whom the participant shared information; any change in job performance; initiatives undertaken as a result of the session; and an overall evaluation for each respective session. The formative evaluation process reinforced the expectation that change was encouraged to occur in their work settings as a result of their participation in the leadership renewal program.

Presidents completing the requirements of the Institute were mailed a summative evaluation with a self-addressed stamped envelope. The summative evaluation provided participants the opportunity to synthesize and report any cumulative changes that had occurred as a result of their participation in the Institute. Of the 21 graduates, 14 replied for a 67-percent rate of return. The discussion of findings will focus on the outcomes of the summative evaluation.

FINDINGS

The overall evaluation of the Presidents' Leadership Institute was 5.07 based on a Likert scale of 0 to 6, with 6 indicating the most favorable rating. Rank ordered mean difference scores were calculated after respondents were asked to assess their preinstitute and postinstitute level of competency for each objective. A Likert scale of 0 to 6 was used with 0 indicating no conceptual understanding and 6 indicating a high- or expert-level of conceptual understanding. Table I displays the top three objectives with the highest mean difference scores. The overall preinstitute score was 3.31 with a postinstitute score of 4.46 and a mean difference score of 1.15.

Respondents were asked to indicate the degree to which subject matter was shared with other parties ranging from fellow presidents, faculty and staff, and community organizations. A 6-point scale of intensity was used for each group where 0 indicated "not at all." Three respondents informally shared books, articles, and notes on the subject

TABLE I
Mean Differences Between Pre- and Postinstitute
Level of Competency for Top Three Objectives

Objective	Pre-institute	Post-institute	Mean Difference
Use resource development and marketing strategies	3.29	4.71	1.42
Plan strategically to utilize new technology	3.00	4.31	1.31
Improve institutional management and decision-making.	3.38	4.62	1.24

matter while six prepared a formal presentation and took steps to implement an organizational change. Presidents most frequently responded that they prepared a presentation and engaged in dialogue on the implications for their organization with their management council, staff and faculty. Participants also reported that they were engaged in more active planning as a result of their experience.

Reviews of the current organization structure were reported by 78.6 percent (11 of 14) of the respondents. Specific actions reported included: formalizing position descriptions, responsibilities and evaluation mechanisms; reorganizing administrative staff; establishing a management system to be responsible for administering the computer system; and setting in motion a formal planning process for the college.

The Presidents' Leadership Institute was funded as a pilot project partly to determine the feasibility of the design as a model for leadership development. Respondents were asked to comment on the strengths of the design and to provide recommendations to improve future programs. The quality of the guest researchers and practitioners was reported to have made the biggest overall contribution to the presidents' learning experience. There was a great deal of support for having experienced "outside" experts who were peers from other states. The quality of the topics discussed and the contribution to the management needs of the presidents as well as the format and organization of the sessions were also seen as important strengths.

The design of the Institute, however, was not without its faults as a model for planned leadership development. Two major scheduling revisions were suggested: (1) schedule only three or four sessions per year; and, (2) schedule sessions far enough in advance to avoid other conflicting activities (i.e. trustee meetings, commission hearings).

Respondents also were asked to indicate the

extent to which a program of this nature was needed for current and future leaders of the community college system. Fifty percent of the presidents (6 of 12) reported a critical need for this type of program with the remainder being strongly supportive (Campbell, 1985).

PROFESSIONAL DEVELOPMENT: WHO IS RESPONSIBLE?

Despite almost total agreement of the presidents about the value of a leadership development program for current and future leaders, there was no consensus on who should be responsible for bearing the cost of such a program. Table II displays the results of participant responses when asked to indicate the extent to which this type of professional development program should be the responsibility of the individual, the community college, the Department of Community Colleges, and/or the university.

No respondent indicated the individual should

TABLE II
Percentages of Responses Indicating Who Should Be Responsible For Program Costs

Responsible Party	0	1/4	Half	3/4	Full Cost
Individual n=11, nr=3	27%	45%	18%	9%	0%
Institution n=13, nr=1	8%	31%	8%	15%	39%
Dept. Comm. Col. n=10, nr=4	0%	20%	50%	10%	20%
University n=10, nr=4	40%	30%	20%	0%	0%

pay the full cost for leadership development; however, most respondents indicated that at some point the individual should pay for some of the cost. The individual institution was seen as being responsible for the full cost over and above any other source for financial support. Finally, it was felt that there could be a shared support between the four sources or a combination thereof with the institution once again responsible for the majority of the expense.

Asked to foresee their role as presidents who would be willing to pay the tuition cost of a self-supporting leadership program for new and emerging leaders, the majority of presidents said that they would—half said they would pay the full cost and half said they would want the financial support of other sources to be included in the full payment.

CONCLUSIONS AND IMPLICATIONS

First, there is a critical-to-high need for leadership development programs to meet the growing demands of new and emerging leaders for professional development. Second, the overall design of the Presidents' Leadership Institute represents a viable model for future leadership renewal programs. Finally, the findings of this study suggest a model for addressing the ultimate question of who is going to pay for these types of programs.

The findings of this pilot project are limited to the extent the evaluation only attempted to measure the perceptions of the participants as to whether the leadership development program contributed to their individual professional development and whether any resultant changes occurred in their respective institutions. Future researchers are urged to consider an experimental design with followup

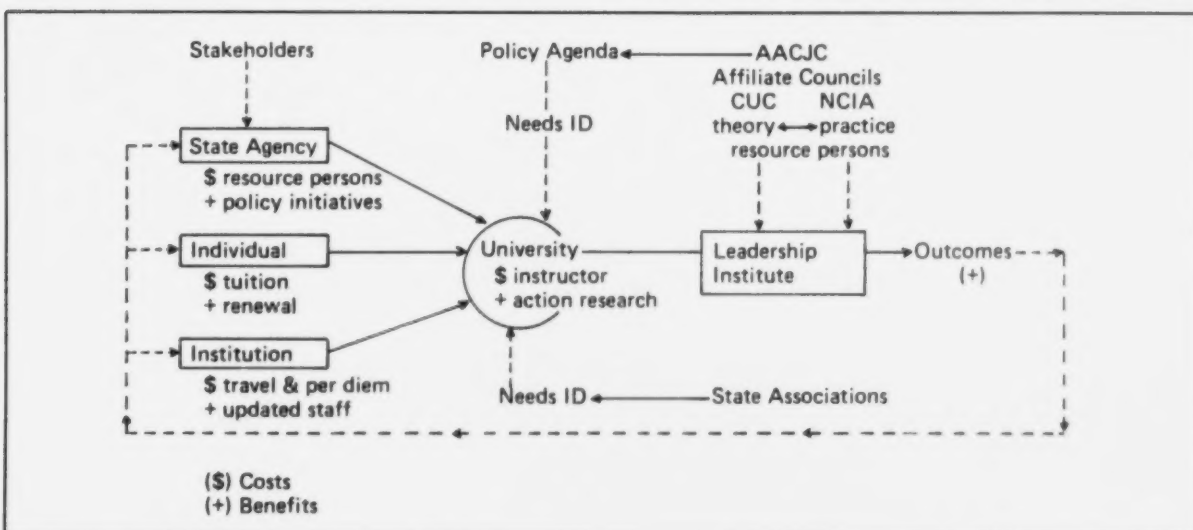


Figure 1: Linkages Model.

interviews of fellow co-workers at the participants' institutions. Cervero's (1985) conceptual framework and research linking continuing professional education and performance could lend support to this inquiry. Additional research is also needed on the processes of brokering the diverse stakeholders involved into a workable linkages model.

Additional research is planned in 1986 in response to a request from the North Carolina Instructional Administrators for an Instructional Administrators' Institute. Based upon a previously administered needs assessment, the Institute will provide an opportunity for further study of the linkages model shown in Figure 1. The model displays selected items where principal stakeholders share in the costs (\$) and benefits (+).

Representatives of the AACJC affiliate councils will assist in providing outside resource persons in support of the AACJC Public Policy Agenda. The university will furnish the salary for the faculty member as part of the regular or summer graduate curriculum. The community college professor will organize the Institute and serve as the broker of the stakeholders involved. The state agency will provide support for the outside resource persons consistent with their staff development mission and in hopes of building field support for any of their new policy initiatives. Each respective institution will provide travel and per diem costs consistent with their regular policies and procedures. Any other program expenses will be divided among participating institutions as an additional per-participant fee.

A joint task force composed of representatives from the North Carolina Department of Community Colleges, the Presidents' Association, the Instructional Administrators' Association, and North Carolina State University is planning the Institute program. The National Council of Instructional Administrators (NCIA), an affiliate of the AACJC, has pledged its support in providing guest resource practitioners and will consider this Institute as a pilot for possible replication in other regions nationwide.

The joint task force plans to limit each institution's total cost to no more than \$1,000 per participant. This model for sharing costs is consistent with the findings of the Presidents' Leadership Institute. These findings indicated that 50 percent of the respondents felt the Department of Community Colleges should bear at least half of the costs; 30 percent of the respondents felt the university should meet at least one-quarter of the costs; and 39 percent of the respondents felt that the individual institution was responsible for the full costs over and above any other source of financial support.

The Council of Universities and Colleges recently has concluded a survey to determine the extent to which their members are involved in organized in-service education opportunities for community college educators. CUC graduate education programs are strategically located around the nation and could serve a brokering role in marshalling the limited resources which are available into what could emerge as a powerful linkages model for leadership renewal.

Viable service organizations respond to the perceived needs of their constituencies and for the resultant benefits which they will accrue. No one organization is likely to be the determining factor in bringing about the proposed linkages model. The process is acknowledged to be interactive and complex. This initial study, though, sets the foundation for further testing the utility of the model for contributing to the leadership renewal of the participants, and for addressing the age-old question in any professional development activity—"Whose responsibility is it?"

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Developing a Match Between Authority and Expectations

If an understanding can be reached between the parties as to what is the legitimate power strategy and base of power, you have a "match" that may resolve the problem.

By DUANE D. ANDERSON

Every organization will legitimize the power bases it uses to direct and control its activities. This legitimized power is called "authority." It is through the acceptance and use of a particular form of power that members "willingly" allow

certain members of the organization to set goals, control operations, evaluate performance and distribute rewards.

The concept of authority in an organization may be derived from its historical continuum, from legal precedent, the value

set of the "owner," president, etc., or perhaps, as being posited here, from a match between the "maturity" of the subordinates and those power bases having the greatest possibility of being effective.

Generally speaking, a college



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or university's "subordinates" (faculty) should be on the high end of the maturity continuum, that is they should be both capable and willing to perform their functions. On the other end of the maturity continuum might be "subordinates" (prisoners) in a maximum security prison.

The task of labeling forms or types of personal power bases has been taken on by researchers such as French & Raven (1959), Raven and Kruglanski (1975), and Hersey and Goldsmith. These studies have resulted in the following seven categories: Coercive, Connective, Reward, Legitimate, Referent, Information and Expert.

The power bases most often found appropriate and acceptable by "highly motivated subordinates" are "expert," "information," or "referent." Those subordinates identified on the low end of the maturity scale most often expect and accept "coercive," "connective" or "reward" power as being the legitimate or appropriate authority to be used by superiors in the conduct of their responsibilities.

SITUATION

There appears to be a chronic widespread disrespect for "authority" throughout the organization. Students defy faculty members and any attempts to impose penalties lead to open rebellion or a sullen, uninvolved student body.

The faculty's attitude toward department chairs, deans and directors ranges from contempt or avoidance to outright defiance. The climate within the management team may be extremely polite, with little or no upward flow of communication. A great deal of scapegoating and "CYA-ing" is going on. Minimal performance seems to be the "Modus operandi."

DIAGNOSIS

These symptoms may indicate that there is a mismatch between the expectations of the subordinates and those in managerial positions of what is the appropriate form of authority to be used. At this point you cannot be sure whether the subordinates' perceptions of their "maturity" is flawed or if the managers' selection of their power basis is inappropriate. The following prescription—while it may help one to discover that a mismatch has occurred and what a possible solution might be—cannot offer a solution to the dilemma created when you discover what the "right" match would be, but that a power base is not available to the manager.

PRESCRIPTION

Perhaps the first step to be taken by the Human Resource Developer or Staff Developer should be to seek employment elsewhere. However, assuming that you feel responsible for bringing about organizational change, you might begin to test the proposed diagnosis by conducting some ethnographic research or environmental probes by seeking out some "knowledgeable insiders" as they are called by Schein (1985). The questions you need to pose must focus on the "why." Why did you feel he or she had no right to come into your classroom unannounced? Why did you feel that the faculty member had no right to change the date of the exam? Why didn't you tell the president that the program could not succeed because of the competition from the nearby college?

If the responses to these probes begin to produce responses indicating that "they treat me as if I were incapable of making those decisions" or "they are go-

ing to do it their own way regardless of my input," you might suspect that there may be a power/authority mismatch.

The next step might be to try to assess and develop some awareness on the part of the managers (classroom, departmental, or organizational) of the power styles they are using. Two instruments have proven most useful for me, the *Power Perception Profile* developed by Hersey and Nemeyer and *Power Strategies for Resolving Differences* by Dell R. Polling.

The final and most difficult—and least precise—part of the assessment phase of this prescription is to attempt to get a reading on the *actual* maturity level of the subordinates in those specific areas where conflict seems to exist.

Hersey and Blanchard have developed an instrument called *The Maturity Style Match*, which can be used, but you may have to depend on your own interpretation of the responses you receive from the people in the organization who are reliable and have the ability to be introspective and provide good answers to

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your "why" questions. If you have good reason to believe that your diagnosis was at least partially correct, you must find a way to present the information you have gathered to the members of the organization at a time and in a manner that will minimize the threat and maximize the possibility of change.

It is at this point that opportunities need to be provided, where "disclosure" and feedback are acceptable modes of behavior. By bringing the members of a work group together and asking the manager to publicly identify what he or she believes his or her "power strategies" are, you accomplish the disclosure phase of the intervention. The climate must be such that members of the work group feel free to provide feedback to the manager, not only in which strategies he or she uses, but also how they (the subordinates) feel when the various strategies are being used.

If an understanding can be reached between the parties as to what is the legitimate power strategy and base of power, you have a "match" that may resolve the problem.

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- Reactions to this regular feature are invited by Dr. DUANE ANDERSON, Director of the Office of Community College Affairs, N491 Lindquist Center, University of Iowa, Iowa City, Iowa 52242.
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NCSD Collaborates on New Book

Toward Mastery Leadership in Student Development Services

The American College Testing Program and the National Council on Student Development have collaborated to produce a new publication. Entitled *Toward Mastery Leadership in Student Development Services* and authored by John Keyser and Rich Lowray, a copy has been sent to the chief student development officer at each of the nation's community colleges. Additional copies are available from The American College Testing Program or the National Council on Student Development (Steve Maier, New Mexico Junior College in Hobbs, New Mexico, 88240 is the new president of NCSD).

This publication is a summary report of a national colloquium on "Mastery Leadership in Student Development Services," held in Traverse City, Michigan, July, 1985. Here is an overview of this publication:

In chapter one, "Beyond Management to Leadership," John Keyser explores the difference between management and leadership. He maintains that the scientific study of leadership has been a neglected topic in graduate schools—where most students are prepared to manage but not to lead. "Holistic leadership" is an art and a science, a combination of "right-brained" traits and "left-brained" traits. It is a synthesis of doing and defining and creating and anticipating. The author also develops the point that the context for Industrial Age managers was distinctly different from the evolving context for Information Age leaders. The dramatic change

is observable in eight variables and amounts to a paradigm shift. This new paradigm is a new way of understanding the skills and abilities needed by contemporary leaders.

In "Building and Maintaining Trust," John Keyser elaborates on one of the characteristics of effective leaders. Leaders must be the epitome of clarity, constancy, and reliability, for this is the basis for maintaining and building trust, the "emotional glue" which binds followers and leaders together. Student development professionals are encouraged to take the lead in managing trust. They should define trust as important and attempt to measure the level of trust in their areas of responsibility. They should understand that there are three assumptions, held by many managers, which explain why trust is so difficult to develop and maintain. Five trust-building strategies are suggested to assist leaders of student development to become better managers of trust.

In the third chapter, Richard Rowray elaborates on "The Deployment of Self." He raises two provocative questions: "Can one be a leader of others without being a leader of self?" and "Can one be a manager of others without being a manager of self?" The answers to these questions were based on information collected by the author in visiting a number of exemplary admissions and guidance services offices. The author concludes that these operations were outstanding because they were led by people who had high levels of positive

self-regard. Their self-regard manifested itself in three consistently-observed characteristics. They were all innovators-improvers, support builders, and influencers-persuaders.

Chapter 4 is *The 1985 Traverse City Statement: Toward Mastery Leadership in Student Development Services*. The Statement was an effort to relate the conclusions drawn by Warren Bennis and Burt Nanus in their book *Leaders, The Strategies for Taking Charge* to those occupying leadership roles in student development services. It attempts to answer these four questions:

How can we be better managers of vision?

How can we be better managers of meaning?

How can we be better managers of trust?

How can we be better managers of self?

The 1985 Traverse City Statement is an outgrowth of *The 1984 Traverse City Statement: Toward the Future Vitality of Student Development Services*, which is reprinted in Chapter 5. The 1984 Statement evolved from a similar collaborative effort between The American College Testing Program and the National Council on Student Development. It sets forth a philosophy and purpose for the student development professional, identifies seven major issues and challenges, and recommends an agenda for national and local action for each. Since it was printed in the spring of 1985, it has stimulated serious discussion among student professionals in most states.

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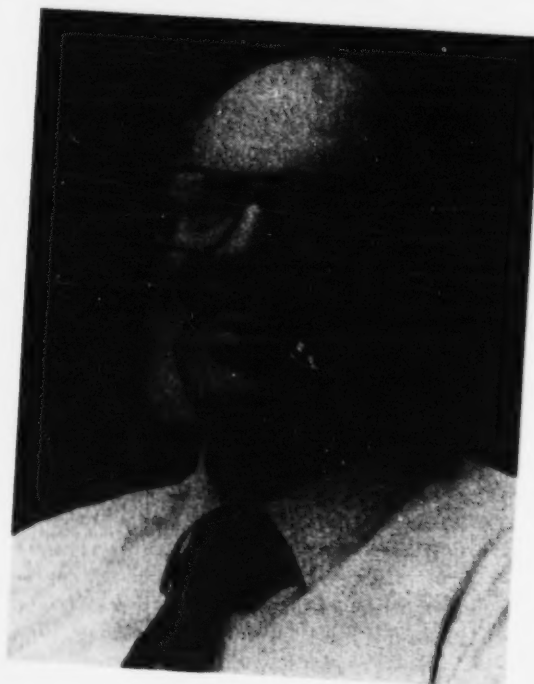
HANS A. ANDREWS

AUTHOR OF *EVALUATING FOR EXCELLENCE*

Dr. Hans Andrews, author of the recently published book *Evaluating for Excellence*, is available for consultation with community college administrative groups interested in starting a faculty evaluation system by administrators. He can be reached at the following address:

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Dr. Andrews can assist in the area of board policies for evaluation, developing appropriate evaluation tools, getting an "administrative evaluation team" started, coaching faculty into improvement, merit recognition, and termination procedures for both non-tenured and tenured faculty who fail to improve. Dr. Andrews has made presentations both nationally and throughout the mid-west on this most sensitive and important topic.



WHAT ADMINISTRATORS ARE ASKING ABOUT EVALUATION

- Q. How much pressure is the public putting on schools and colleges to improve the evaluation of their faculties?
- A. The public is *demanding improved evaluation*—critical national studies, news editorials and legislators have all been speaking for it . . . to the point of legislation in some states.
- Q. Can a tenured teacher be fired or removed?
- A. There is both a *mystique* and *myth* that they can not. They *can* and *are* removed. The book *Evaluating for Excellence* outlines cases that reflect the reasons and process for dismissal of a tenured faculty member.
- Q. Isn't administrative evaluation of teachers a negative process used to fire poor teachers?
- A. It should *only* be used with the goal of improving instruction for students. Most of it will be very positive. National unions suggest over 10 percent of the teachers are not performing adequately. Some 85 to 90 percent will be performing adequately.
- Q. How about the good to excellent teachers . . . why evaluate them?
- A. Most of the good to excellent teachers are starving for recognition for their work. Some can still improve. Recognition programs for these teachers need to be developed as part of the outcomes of a comprehensive evaluation system.
- Q. Why do you suggest having governing board policies?
- A. First, to make sure the governing board members understand the evaluation system and their *legal responsibilities* in it. Secondly, it puts them on alert that some *tough decisions* may well be brought before them. The third part should be to make commitments to a merit recognition system.
- Q. Why don't you support student and peer evaluation systems?
- A. Research shows them to be so "positively skewed" as to be virtually useless in dealing with poor to incompetent faculty members. The public, governing boards, and our good to excellent faculty members *expect* administrators to properly identify, improve, or remove poor to incompetent faculty.

Help with these and other questions is available by writing or calling Dr. Andrews.



The *Journal of Staff, Program, and Organization Development* is published quarterly as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

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10. Place your name, title, address, institution, and telephone number on a cover page only so that the manuscript can be reviewed anonymously.

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12. Do not submit material that has been published previously or that is under consideration for publication elsewhere.

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DEVELOPING STAFF FOR STUDENT RETENTION – Page 52

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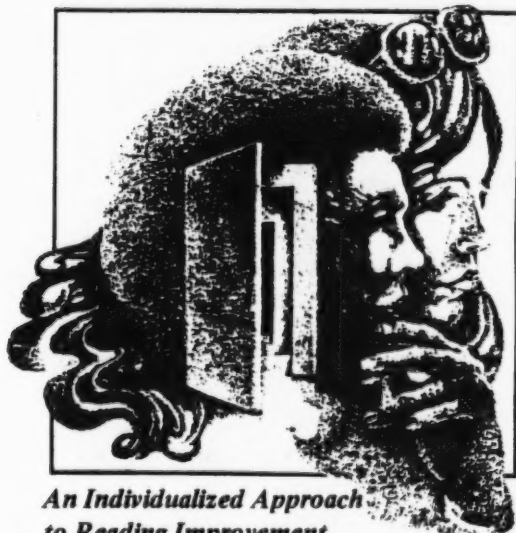
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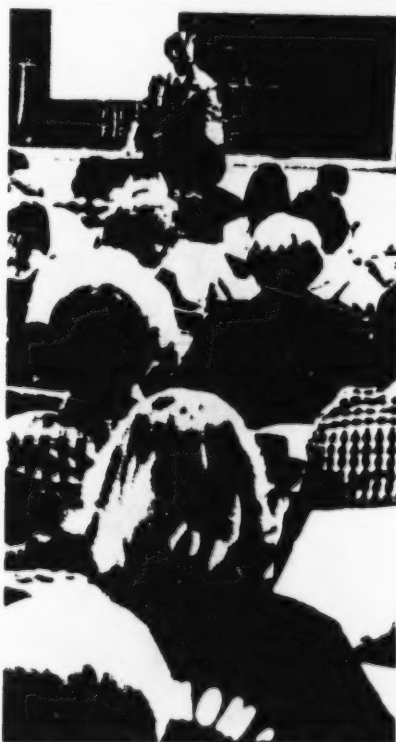
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Effective Department Chair Training on a Low Cost Budget

This somewhat different model for leadership training of academic chairs can be replicated at other educational institutions at minimal cost. The program provides content in management science, but also enables participants to develop leadership skills as they practice solving actual problems they face.

By ANN LUCAS

DEVELOPING AN ORGANIZATIONAL awareness of the need for department chair training in an institution that has not previously valued such training is the first task of a change agent, who may be a VPAA, a dean, or a faculty development professional. Bringing in an external consultant who can raise the consciousness of department chairs and faculty members about leadership issues, and at the same time assist chairs to identify their own needs, is an effective initial strategy.

At Fairleigh Dickinson University, the Office of Professional and Organizational Development (OPOD) began its chair training efforts by sponsoring a one-day conference entitled "Chairing the Academic Department." An outside speaker lectured on three leadership topics. Skilled group leaders from among our own faculty led small group discussions and asked chairs to identify their own needs for further development.

Conference participants recommended that the

university capitalize on the interest and enthusiasm generated by sponsoring further work for chairs on leadership development. When approached, our university president offered full support and encouragement for a program of leadership training in all of the colleges of the university.

Of the several models that exist for training academic department chairs, the best known is the one used by the American Council on Education (ACE). The ACE sponsored conferences, which are usually conducted over a period of two to four days, rely extensively on lectures, small group discussions, and presentation of some excellent academic case studies (Bennett, 1983). The emphasis is heavily cognitive. The conferences offer a large amount of information about chairing the academic department. Many of the topics covered may also be found in Tucker's (1984) fine book.

Like the ACE approach, the leadership effectiveness model that was developed for use with

academic chairs at FDU also includes informational components about the tasks and functions of the leadership role. Mini-lectures and handouts are used to accomplish this objective. However, the FDU program differs from the ACE model in that it places heavy emphasis on the development of, and opportunity to practice, leadership skills.

A primary goal of the program is also to provide ongoing support for academic chairs who often verbalize the feeling that they are working in isolation. As part of the program, a support network is developed to provide chairs with continuing assistance in dealing with departmental problems. This is accomplished in two ways: (1) as chairs work with the OPOD staff, they come to view the staff as competent professionals who are readily available on campus as resources; (2) during ten sessions, strong bonds are created among chair participants, and it becomes natural for them to call upon one another to discuss a problem or for mutual support. These objectives can best be accomplished through a leadership training model which provides an intensive contact with academic chairs in one college for an extended period of time.

A pilot project was planned for the College of Science and Engineering (COSE). This college was chosen because it was the first college to be restructured, because it was in the process of preparing for accreditation, and because it was to be the first college to implement the terms of the collective bargaining agreement on chair responsibilities and compensation. In Lewin's (1947) terms, COSE was a system undergoing a process of "unfreezing," which is an ideal time to make an impact.

CONTENT AND METHOD

A formal needs assessment began with a discussion between the OPOD staff and the dean in which he presented the strengths and the particular needs of the college. Interviews were then conducted with the two assistant deans and four of the eight chairs selected by the dean for this purpose. These interviews provided important information about the leadership training needs of the college. Program objectives were then formulated and submitted for the dean's approval.

The director of OPOD, a psychologist with experience in organizational and management development, and an OPOD campus coordinator, a social worker skilled in group process, developed a training program for which they acted as group leaders. The college dean, associate dean, two assistant deans, and eight department chairs then participated in three-hour sessions once a week for

ten weeks. The following topics were covered:

1. *The Roles and Responsibilities of a Department Chair.* The dean emphasized the importance of academic chair training to the college. Participants were asked to identify satisfactions and frustrations of being a department chair, and the knowledge and skills required.

2. *Leadership and Communication.* Task and relationship aspects of the leadership role and their application in the department were covered. Good communication skills were discussed and opportunities provided for practicing them.

3. *Motivating Faculty to Assume Greater Responsibility in Departmental Functioning.* Motivation of faculty is developed by creating an environment in which the achievement of university goals becomes congruent with faculty's reaching their own professional goals. The use of active listening and providing constructive feedback were practiced.

4. *Resolving Conflict Through Problem Solving.* Conflict as both a positive force and a disruptive element was discussed. Problem solving as an approach to conflict resolution was demonstrated through role play.

5. *Performance Counseling.* Establishing goals and implementation of constructive performance counseling were discussed. Actual departmental problems were role played and analyzed.

6. *Team Leadership and Effective Group Behavior.* Properties of effective and productive task groups were identified. Observation and practice of task and maintenance functions were provided.

7. *Decision Making in the Department.* Alternative decision-making models were presented, along with application to appropriate situations.

8. *Bringing About Change in the Department.* Strategies for changing negative or destructive norms were applied to healthier departmental functioning.

9. *Managing Conflicts in the Department.* Handling conflicts which arise at meetings and between department members was demonstrated through role play of actual problems.

10. *Goal Setting, Evaluation of Training, and Follow-Up Program.* Participants determined their needs both as a group and in individual departments for further leadership development. The training program was evaluated, both in group discussion and in written form.

Each session included one or more mini-lectures, followed by heavy participant involvement. Academic case studies, role plays and simulations, e.g., of departmental meetings, were based on actual problems generated by chairs. Use of

such material validated the program for the participants because it helped them solve difficulties with which they were currently struggling. At the same time strategies were developed which could be generalized to similar situations that arose in their departments.

DESCRIPTION OF THE PROCESS

Observation of participant behavior can provide important information about the effectiveness of a leadership training program. Qualitative comparisons can be made at the beginning and at the end of the program in two major areas: 1) the participant's knowledge and attitudes about the leadership role; and, 2) the skills observed in communication, problem solving, and conflict resolution.

Initially, the group was highly resistant to change. This was demonstrated in a predictably negative attitude toward training. Humor was used frequently as a way of avoiding discussion of difficult issues. Explaining his initial concerns, one chair said in the ninth session, "In the beginning we did not know what we might be getting into. Maybe the water would be too deep." Uncertainty about the implications of handling things differently, and whether he could be successful in changing were clearly anxiety provoking.

Resistance to training also took other forms. When asked to role play during the first two sessions, participants protested, "We're not good at play acting."—"It's too artificial."—"The role plays are too simple; life is more complex." The facilitators suggested that what we also wanted was to deal with their real-life situations. We asked them to write their own scenarios. Chairs began to do this, presenting thoughtful, well-written problems for resolution. Interestingly, at the last session, several people indicated that one of the most useful parts of the program was the role playing and that it was here that they really learned the skills to cope with difficult faculty members.

Participants were, and still are, a highly task-oriented group, but in the beginning there was little tolerance for, of understanding, of, the need to take into account those human factors that can facilitate or impede accomplishment of a group task. Participants said of themselves during the fourth session, "The norm in our college is to avoid conflict rather than deal with it." Yet, by the end of the program, both the dean and the chairs were reporting that instead of avoiding conflict it was now being dealt with more directly with positive results; e.g., a chair having difficulty with a faculty member's performance was more likely

to handle it directly rather than complain about it to the dean.

The group has come a long way. Participants have moved from an initial position of doubt bordering on cynicism to a cohesive, well-functioning group who are supportive of each other. They have developed insights on the ways in which they were functioning in a group, and a couple of them have changed some abrasive behavior patterns.

Four academic chairs have asked the group leaders to work with them apart from the group on problems in their departments. Sample requests have been: 1) to assist in the merging of two departments; 2) to serve as process consultants at department meetings; 3) to strategize on changing destructive norms in a department; 4) for help in dealing with conflict with faculty members; 5) to speak about professional development at a department meeting; 6) to assist a department in writing department goals; 7) to help faculty write behavioral objectives for courses; and, 8) for assistance in dealing with unacceptable behavior in a secretary.

PLANS FOR A FOLLOW-UP PROGRAM

Work will continue with individual chairs who want to use the OPOD group leaders as consultants, particularly in those departments in which members are not functioning well as teams.

Plans have also been made to meet again during the next semester with the deans and the chairs as a group in order to evaluate the progress they have made and to build on the concepts and skills they have learned. Future sessions will be used to identify and generate solutions for problems chairs may be struggling with. This should further encourage academic chairs to use each other as a support network.

PROGRAM EVALUATION

Based on both the written and oral evaluations which took place during the last of the ten sessions, the program has been a success. Participants would definitely recommend the program to chairs in other colleges—the one exception answered "not sure." The content and organization of the program were rated good to excellent by all participants but one, who felt it was "fair." The two group leaders were characterized as good to excellent by all respondents.

The topics included were judged to be useful by all of the respondents, and all indicated that as a result of the program they had improved in a number of skill areas. Greatest perceived gains were in communication skills, performance coun-

seling, dealing more effectively with conflict, being more aware that people's feelings can impede completion of group tasks, and the development of a more objective, problem-oriented point of view.

The requests from chairs for individual ongoing help with problems in their departments is a strong indication that significant impact can be made on the system. Such requests can come only after development of a high level of trust by the chairs. Interest in and plans for follow-up sessions with the group also suggest that the program has been valuable.

Success of the program is directly attributable to several factors:

1. *Empowerment by the university president to conduct the Leadership Development Program.* The principle that all training in an organization must begin with, or have direct support from, top administration has certainly been corroborated in this situation.

2. *Active support from the new dean of COSE.* During the needs analysis, the dean's candor about the strengths and weaknesses of the college and his encouraging the chairs to be open are indicative of his support. He attended every meeting and participated in discussions with a sensitivity that made his support of the chairs obvious. He engaged in role-play situations and provided an excellent role-model for the chairs throughout the program.

3. *The training model used.* Three-hour sessions, on a weekly basis, for most of one semester is a lengthy and intensive model. It provided time to build trust in the group and in the group leaders, and encouraged requests for their use as consultants to various departments.

4. *Use of internal consultants.* The two OPOD staff members who developed the program and lead the sessions have had a long association with the university and bring to training the perspective of faculty members and a department chair. Both are also skilled in leadership training and group dynamics.

This Leadership Development Program is one that can be replicated in other colleges and universities. It is planned that the COSE pilot project will now be used in the other six colleges of Fairleigh Dickinson University. A couple of the COSE academic chairs have already agreed to attend the first session with the next college to talk to the new group about their experience as participants in the first program. This should reduce some of the skepticism and anxiety that occurred early in the pilot project.

REPLICATION OF THE PROGRAM IN OTHER INSTITUTIONS

The Leadership Development Program established at Fairleigh Dickinson University is one that can be used in other colleges and universities with minimal cost. Our experience suggests that internal resources, people skilled in group dynamics and management training principles, should be tapped to direct such a project, rather than using external consultants from industry. The leadership problems that an academic chair faces, particularly the lack of formal power and authority, usually trigger incredulity in those who work in industry. Unless one has had considerable experience in academe, it is extremely difficult to understand, much less develop strategies to cope with, the leadership problems dealt with by academic chairs.

Individuals with the right combination of knowledge and skills probably exist in most institutions in higher education. Yet, these people are seldom called upon to solve problems in their own organizations. When they are asked, however, the potential contributions are great. At a point in history when the academy needs revitalization, begin with department chair training, and begin by using some of the talent that already exists within the organization.

ACKNOWLEDGMENT

The author is pleased to acknowledge the work of Dr. Martin Birnbaum who collaborated fully with her on the development and implementation of the Leadership Effectiveness Program.

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Staff Development Needs of Part-Time Community College Faculty



This study involving part-time instructors at two Florida community colleges revealed training needs that were not being met. Training in the latest instructional trends was considered most needed by both groups of faculty.

By ANN BYRD and AL SMITH

PART-TIME FACULTY made up 57 percent of the instructional force in public community colleges in 1983 (American Association of Community and Junior Colleges, 1984). Their considerable size and responsibility suggest that they are a valuable resource for two-year colleges. Yet they are rarely addressed through research, and they have little tendency or opportunity to participate in faculty development programs. This article contains a description of a research report on the staff development needs of part-time faculty in two-year community colleges and the extent to which the colleges were responding to these needs.

BACKGROUND

The scope of staff development programs in American higher education began to expand in the 1970s. Not only were instructional needs being addressed, but also personal, professional,

and organizational needs. Instructional development focused on the curriculum, personal development concentrated on individual growth, professional development sought to improve instructional competencies, and organizational development promoted an effective work environment.

The surge of interest in staff development in the mid-'70s also included part-time instructors, but their involvement was considerably less than that of full-time faculty. Centra's (1976) national survey revealed that over half of the postsecondary institutions in the U.S. provided faculty development activities. Smith (1981) found that staff development goals related more to full-time faculty than to part-timers; he recommended that a variety of staff development activities be offered for all staff and that additional research be conducted to determine participant perceptions of the usefulness of staff development.

Hammons (1973) noted the need for a systematic program of pre-service and in-service training for part-time instructors if their talents were to

be fully utilized. Lombardi (1975) echoed this by declaring that the lack of staff development programs for part-time faculty was a critical problem in community colleges (p. 18).

Despite the continued swelling of their ranks, however, part-time instructors in community colleges are often overlooked. Smith (1980) maintained that inaccurate awareness of part-time instructors' needs has contributed to the lack of response to this sizeable cohort. Pedras (1984) noted the paucity of research literature prior to 1975 dealing with the in-service needs of part-time community college faculty (p. 12).

Several educators have developed models and conducted research on the needs of part-time faculty to be addressed through faculty development programs (Behm, Lybarger, Toole, & Wilbur, 1977; Black, 1981; Hammons, 1973; Jamerson, 1979; Moe, 1977; Pedras, 1984; Pierce & Miller, 1980). The basis for these models is the belief that differences do exist between part-time faculty and full-time faculty staff development needs (Pedras, 1984).

Topics that have been recommended for inclusion in staff development programs are the community college mission and students, instructional development and delivery, evaluation techniques, learning theory, legal aspects of education, classroom and lab management, and collective bargaining. When Smith (1977) reported on a New Jersey Consortium on the Community College survey of developmental needs of part-timers, needs identified as most important were the need for part-time faculty to understand the philosophy and function of the community college, the need to understand how learning occurs, and the need for each community college to develop strong teaching/learning support systems.

METHOD

The purpose of this research was to determine if there was a relationship between the staff development needs of part-time instructors and the staff development training areas available to them. Four dimensions of staff development were considered in the research: instructional, personal, professional, and organizational.

The study involved surveying selected part-time instructors at Broward Community College in Ft. Lauderdale, Florida, and Florida Junior College at Jacksonville, Florida. Only those part-time instructors who were employed during the 1984 Fall Term and who had been employed at least two academic terms during each of the academic years 1982-83 and 1983-84 were surveyed. Questionnaires were also distributed to the

staff development director at each community college.

Both questionnaires were pilot tested and modified before final distribution. The 19 criteria used in the questionnaires were originally selected from Hekimian's (1984) criteria for the institutional evaluation of community college staff development programs.

One hundred forty-six questionnaires were distributed to part-time instructors at Broward Community College, and 78 percent were returned. Of those returned, 89 respondents met the specified criteria, and 86 questionnaires (96.6 percent) were usable. At Florida Junior College at Jacksonville, 86 questionnaires were distributed and 83 percent were returned. Of those returned, 68 questionnaires (81.9 percent) were usable.

Relevant findings are summarized in Table A. Staff development needs were determined from those instructors who considered each area to be of either "some use" or "much use."

Thirteen development areas that were unavailable to Broward Community College's part-time instructors were considered to be of either "some use" or "much use" by over 50 percent of the respondents from that community college. The areas were items 1, 4, 5-10, 12, 15, and 17-19 in Table A.

Three training areas were available to Broward Community College's part-time instructors during the 1982-83 and 1983-84 academic years. The part-time instructors responding to this survey all were members of the faculty during that time. Of the three training areas, over 50 percent of those surveyed indicated that they had current needs for such training. Those training areas were items 2-3, and 13 in Table A.

Five training areas that were unavailable to part-time instructors at Florida Junior College at Jacksonville were identified as being needed by over 50 percent of the respondents from that institution. They were items 4, 6, 9, 12, and 17 in Table A.

Seven other training areas, available to part-time instructors at Florida Junior College at Jacksonville during the period under study, were considered to be needed by over 50 percent of the respondents at that institution. They were items 1-2, 5, 7-8, 10, and 13 in Table A. Although seven training areas were available, over 50 percent of the part-time faculty at Florida Junior College at Jacksonville still indicated a need for training in these areas.

A comparison of both Broward Community College and Florida Junior College at Jacksonville revealed that there was almost no difference in the perceived needs among part-timers in all 19 train-

ing areas: 57.5 percent and 56.6 percent, respectively. This indicated that over half of the part-time instructors at each community college had needs that were not being met.

Broward Community College offered only three training areas for its part-time instructors, while Florida Junior College at Jacksonville offered twelve. This indicated that the availability or unavailability of staff development training may not play a role in sensitizing instructors to their needs. One item was perceived to be the least needed by part-time instructors at both community colleges: "Training in health awareness";

it was available at one community college and unavailable at the other.

"Training in the latest instructional trends" was considered most needed by both groups of faculty. Over 75 percent of the respondents at both community colleges indicated a need for training in this area. The training was available at one institution and unavailable at the other. One other activity at Florida Junior College at Jacksonville was needed by over 75 percent of the respondents: "Training in student assessment techniques." It was not available to the part-time instructors.

TABLE A
Staff Development Needs Indicated By Part-Time Instructors
and Availability of Training Areas:
Broward Community College and
Florida Junior College at Jacksonville

Staff Development Training Areas	Available	Percentage Indicating Need	Staff Development Training Areas	Available	Percentage Indicating Need
<i>Instructional Development</i>					
1. Training in the latest instructional trends	NO (B)* YES (F)*	75.6 89.7	14. Training in nontraditional studies and delivery systems such as community service, adult and continuing education	NO (B) YES (F)	48.2 46.3
2. Training in the development of course objectives and course design	YES (B) YES (F)	55.4 75.8	<i>Organizational Development</i>		
3. Training in remedial and developmental techniques of instruction	YES (B) YES (F)	50.6 47.0	15. Training in planning and decision-making	NO (B) YES (F)	53.8 46.2
4. Training in student self-instructional methods	NO (B) NO (F)	56.6 54.5	16. Training in management skills including efficiency techniques such as Planning Programming, Budgeting Systems (PPBS), Management Information Systems (MIS), Management by Objectives (MBO), etc.	NO (B) YES (F)	48.2 41.5
5. Training in multimedia approaches to instruction	NO (B) YES (F)	68.7 71.2	17. Training in student assessment techniques	NO (B) NO (F)	69.5 72.7
6. Training in the evaluation of instructional strategies	NO (B) NO (F)	60.2 65.2	18. Training in team building, eg. ways of building effectiveness among a designated group of faculty	NO (B) NO (F)	53.7 48.4
<i>Personal Development</i>			19. Training in conflict management, i.e., skills for the creative resolution of conflict	NO (B) NO (F)	50.6 39.7
7. Training in interpersonal skills, i.e., skills for dealing with others	NO (B) YES (F)	60.2 55.2	Overall Needs in 19 Training Areas:		57.5 (B) 56.6 (F)
8. Training in personal growth and development	NO (B) YES (F)	59.0 50.8			
9. Professional growth contracts, i.e., agreements by which faculty receive feedback on specified areas of instruction	NO (B) NO (F)	71.1 65.7			
10. Individual counseling	NO (B) YES (F)	53.0 50.0			
11. Training in health awareness	NO (B) YES (F)	35.8 24.6			
<i>Professional Development</i>					
12. Training in the psychology of learning	NO (B) NO (F)	59.0 60.6			
13. Training in student developmental needs	YES (B) YES (F)	63.9 64.2			

* (B) = Broward Community College faculty responses
(F) = Florida Junior College at Jacksonville faculty responses

CONCLUSIONS AND DISCUSSION

Many instructors at Broward Community College and Florida Junior College at Jacksonville had training needs that were not being met. At both colleges, part-time instructors indicated they still had needs in some areas where training had been available to them during the period under study. Many indicated they had needs in areas where training had been unavailable to them. Concerning those who still had training needs following the two-year period when activities were available, it can be speculated that either the training sessions were not well attended by part-time instructors, or that the sessions were not thorough enough. Another reason simply may have been the fact that many individuals recognized their continual need for upgrading and responded accordingly.

Part-time instructors at both colleges indicated a high level of need. Since Broward Community College offered fewer training areas than Florida Junior College at Jacksonville, a conclusion was drawn that the availability or unavailability of training did not play a role in sensitizing instructors to their needs.

RECOMMENDATIONS

Recommendations based on this research include:

1. Community colleges should identify the needs of their part-time instructors and adjust the comprehensiveness of their staff development programs accordingly. Not all staff development programs need to provide training in all 19 areas discussed in this article. Assessments of part-time instructors' needs should help to discern the most critical training areas.

2. Training is especially needed for part-time instructors in the latest instructional trends.

3. Part-time instructors should be meaningfully involved in staff development activities. This should lead to training that is more applicable to their needs.

The results of this study indicate a need for more research in the following areas:

1. The utilization of these 19 criteria covering four dimensions of staff development training to examine the needs of part-time instructors in community colleges.

2. A replication of this study to involve other public community colleges, both those with and without formal staff development programs for part-time instructors.

3. A replication of this study in geographical areas dissimilar to Florida.

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Professional Advancement for Instructional Development Professionals: The Inside-Outside Connection

The assignment given most instructional development professionals, in American higher education at least, requires a careful balancing of internal and external job demands. For the conscientious instructional developer, these pressures create something of a paradox.

By J. NICHOLLS EASTMOND, Jr. & ROBB S. RUSSON

We are what we pretend to be, so we must be careful about what we pretend to be. — Kurt Vonnegut.

A LONG-STANDING debate continues among instructional development professionals serving in institutions of higher education, particularly in the United States. Is one's credibility enhanced and one's career advanced by working to meet the requirements of promotion and advancement of faculty, or alternatively, is it more realistic to work primarily in a service role? Should I.D. professionals seek to be seen as faculty or as service personnel, or as a hybrid of both? What demands will each of these career choices entail?

Recognizing that many I.D. professionals may not have the option of seeking a tenure track position, this article will argue that the job requirement of working in higher education forces dilemmas of this sort, and that, tenure track or not, the conscientious professional will necessarily encounter these conflicts regardless of the career path chosen. Based upon the author's decade of experience in instructional development where the desire for tenured status has been widespread, this article will assume that a tenure track position is sought.

THE DILEMMA

Of the tasks facing the instructional development specialist working in an academic atmosphere in the United States, probably the most difficult

to deal with stems from inherent contradictions in identity and role assignment. These contradictions arise from being in a position of providing service to other faculty members: inside the institution in the form of service; outside the institution as a competent faculty member holding academic rank, expected to publish and to establish a national reputation. Like so many role assignments in higher education, this one implies split loyalties, divided attention, certain inherent contradictions, and even something of a paradox which are the focus of this article.

One of the more interesting features of academic life for most faculty members is the parallel between advancement in the profession and advancement in status on their own campus. Peter Bishop (1982) in a convincing application of sociological principles to academic life, has noted that career progress in the profession and status on campus proceed hand-in-hand for most faculty. Recognition on one's own campus is determined to a large extent by advancement within professional associations through a nationwide and worldwide network of professional ties. Many of the rewards of academic life are intimately tied with progress inside and outside the institution.

For the academic professional, this progress is expected and desirable. Unfortunately, one impediment to this progress for some faculty may be what colleagues view as over-involvement internally in the teaching process. The result is limited

time and energy resources for external progress. The lack of significant rewards for teaching excellence is often bemoaned by faculty themselves and seldom is it corrected. One frustration for many professionals is not being able to spend the amount of time with students or in teaching that many of them had originally envisioned as they entered the teaching profession.

For the instructional development professional a parallel problem arises. In this case, choices forced by the dilemma are even more agonizing due to diverging role demands. On one hand, from the standpoint of the profession, the theorists would have us competent in at least sixteen dimensions (Task Force on I.D. Certification, 1981), which generally requires one to develop, implement and evaluate instruction. From the standpoint of campus faculty and administrators, instructional developers are expected not only to teach well, but to be able to work effectively with faculty in a service role. Unfortunately, excessive attention to these internal pursuits can frequently produce negative effects on career advancement

similar to those encountered by the persistently diligent teacher, since the effort goes largely unrecognized by colleagues making tenure and promotion decisions.

It is as if the internal PROGRAM of instructional development must stand on the merits of service, while the PROFESSIONAL making the program function is judged according to external criteria. It is not impossible that an instructional developer could be making "external" career progress at a fantastic rate, publishing articles, presenting at national conventions and generally advancing in his profession, only to find that the "internal" base of campus support of the service enterprise has been drastically undercut. In times of budget crisis the agency may potentially lose all funding, a situation described quite aptly by K. Gustavson and B. Bratten (1984). The reality for many, then, becomes one of standing firmly inside a program while supporting the burden of outside professional judgment by stretching of time and energy resources: a very awkward way to juggle contradictory expectations.



Figure 1: The World of M.C. Escher

From *The World of M. C. Escher*, p. 216, Harry N. Abrams, Inc. New York, 1971.

A PARADOX

A problem inherent in examining professional performance in this way—from a detached view of a person outside the program—is that explanatory power is absent within the developer's own program or system. Put in another way: those who judge performance within a system cannot know of its inconsistency with outside criteria.

This inconsistency is illustrated dramatically in M.C. Escher's "Print Gallery" (1956) in Figure 1. This interesting and somewhat disturbing illustration graphically portrays the inside-outside dilemma. What is seen by the viewer (we, as "outside observers" in this case) is a picture gallery where a young man observes a picture of a ship in a small town harbor. Simultaneously, a woman looks out of a window which sits directly above a picture gallery where a young man is standing looking at a picture . . . bringing us as viewers back to the same level as we began. As a system

this picture is self-renewing and in its simplest form is reminiscent of the famous Epimenides paradox:



Figure 2

Taken together, these sentences are a paradox; yet separately they are harmless, even potentially helpful. The fault lies not in the sentences but in the way they point to each other. In the same way, each local region of "Print Gallery" is legitimate. It is only when they are combined in an "inside-outside" system that impossibilities are created.

Escher's picture is virtually "inside itself" and reflects a center where all levels cross. We look at the picture from our inviolate level (outside the system) and see things that the young man (within the system) cannot see, such as the incomplete center where the artist has signed his name. The picture must remain incomplete since the premise on which it is built, that of self-reference, must introduce rules into the picture's system that do not allow it to close; a realization that the young man on the inside can never make (Hofstadter, 1979).

In much the same way as "Print Gallery" is constructed our "inside-outside" judgment of instructional development professionals places itself within a similar incompleteness since the premise on which it is built—profession standards (self-reference)—must introduce rules into the system that also do not allow its completeness or "closure." As seen in Figure 3, instructional development as a process operates "inside itself" as the developer examines the status of instruction, which is based on a philosophy or code influencing goals and priorities, which are the basis for objectives serving as the foundation of instructional design, which supports implementation, which invites evaluation, which examines instruction . . . which brings us back to the same level as we began. If we look at instructional programs in this way—as a type of "Print Gallery"—our point of view is much the same as the young man's within Escher's picture: we seldom know much more about the merits of service within the "system" than what we "see" before us.

Instructional development programs can be, and should be, recursive. Only when elements which cause judgment of the program, and of those who work in the program, are examined from multiple viewpoints can the balanced perspective be attained.

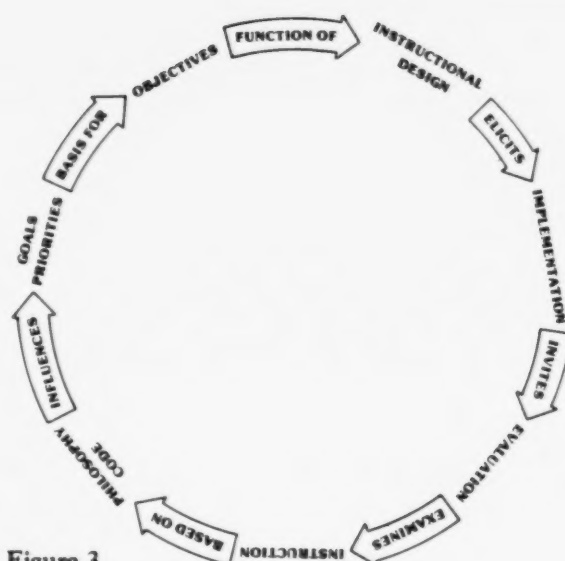


Figure 3

SOME LIKELY OPTIONS

A classic observation made by the early American economist Thorstein Veblen (1957, originally 1918) about faculty members in the early 1900s holds true for instructional development professionals today: as demands increase—through research pressure, outside consulting, etc.—the natural tendency is to cheapen the product, the teaching. Reduction of quality of instructional development efforts, however, is only one option and probably the least satisfactory.

Other possible options available to the I.D. professional are, first, to attempt to work with fewer clients and thereby free the time and energy resources to do other things more effectively. Another option is to take on fewer but larger projects, using external funding as leverage, in order to have a larger impact for more visible demonstration of service—a seemingly desirable option if such funding is available, in the short run at least. A third option which many developers have used for many years is delegation of work either to other professionals, to paraprofessionals, or in many cases to graduate interns who are interested in learning the instructional development process. Making such delegation requires finesse to convince clients that they are not being shortchanged and that professional help is close-by when needed.

While none of these options seem entirely satisfactory, they are the kinds of choices which must be made. To take an example from the medical practitioner, a variety of time stretching techniques must be employed: backing up patients in

a waiting room, moving quickly from one patient to another, specializing in a field of expertise while referring problems to other specialists, and using elaborate hierarchies of professionals and paraprofessionals—paramedics, nurses, receptionists. All these ensure that time and energy for important medical problems will be maximized for the medical doctor. A corollary is that differential financial rewards will flow to various levels of the hierarchy. As long as client complaints stay within reason and the work is accomplished, some loss of the "bedside manner," of the personal touch, will be tolerated.

Similarly, I.D. professionals can organize their efforts to maximize efficiency. Specialists in evaluation, for example, would do well to confine their efforts to evaluation; designers and production specialists can work in similar fashion. An army of other staff from receptionists to interns and from audiovisual personnel to computer specialists can expedite the work.

The "outside-funding-as-leverage" option is popular with administrators and will enhance one's status on campus. Looking back over a 17-year history of instructional development work at Utah State University, a ratio of one-third outside and two-thirds internal funding was maintained and was seen as a useful balance. Funding came from sources such as Exxon Foundation, FIPSE (two three-year grants), Kellogg Foundation, and others.

These grants can initiate with faculty or with instructional development personnel, but must provide a major focus on-campus to be politically salable. One grant given to USU required substantial disbursements off-campus through a regional consortium. There is no doubt that this grant had both positive and negative political impact on campus for the instructional development office.

Under all of these options to meet outside demands, there will be a noticeable feeling of internal stretching of limits and to some extent a possible cheapening of the product. Ingenuity and flexibility are required, but creative performance will generally be rewarded. As E.F. Schumacher (1972) has noted, often the solution to a paradoxical situation involves moving to a higher level of creative or moral thinking.

ANOTHER ALTERNATIVE: CHANGING THE CRITERIA

The practice of instructional development is now in its adolescence. In many institutions there is some uncertainty as to how professional progress is best evaluated. Within the traditional categories of teaching, research and service, special provi-

sions can be made for varying role assignments and role definition. Thus, it may be possible for an I.D. professional to negotiate with a promotion and tenure committee to allow for certain "internal" activities—mediated presentations as creative activities, or courses redesigned, for example—to substitute for "external" activities such as journal publications and research.

In most instances, such substitution will appear as second-best to traditional academics. Because these activities typically do not appeal to a larger audience or are not marketed nationally, even though similar amounts of effort and creativity are required, committee members will be reluctant to accept these as legitimate evidence for granting promotion or tenure.

The resulting situation, experienced with increasing frequency in recent years, has been a waffling by committees on exact requirements for promotion and tenure. For example, at one large mid-western university, I.D. staff members came in under an older set of rules only to see the rules change. They may very well expect that their total mission is to serve faculty clients on their own campus and that their promotion and status on campus will mainly reflect service within the system. In recent years these criteria have apparently changed in mid-stream. Newcomers are playing the "outside game" more successfully and are being promoted ahead of those who do not. Not only is our profession changing internally as it continues to develop, but the rules externally are changing also, particularly as budgets tighten.

Unfortunately, the assumption that stature achieved internally on one's own campus will parallel professional advancement achieved externally simply does not hold. Gustafson and Bratton (1984) note a significantly higher percentage of instructional improvement centers which remained open during tight fiscal times engaging in instructional materials production, presumably following the service function. Creative attention must be given to ways in which the "inside-outside" connection can be handled.

SOME CONCLUDING SOLUTIONS

On most campuses, the "inside-outside" issue exists in a state of uneasy truce, with frequent negotiation and redefinition of role expectations possible for the instructional developer. One view of this situation is as anxiety-ridden, another is as a window of opportunity. A measure of the success of the profession will be how well its members can negotiate these hurdles in the coming decade to establish a legacy of legitimacy for both

internal and external performance evidence. Why is there a noticeable burnout pattern, allowing some instructional developers to survive and others to move on? From one perspective they survive because, like their discipline, they adapt to changing pressures that affect them, the form expressed as the sum of all the different adjustments that are going on at any given time.

The instructional developers that survive, the most successful ones, will be those who can synthesize both internal and external demands. For example, such a solution may involve writing funding proposals for external funds to handle internal projects. It may involve collaborative projects in which an instructional developer and a faculty client co-author articles from which both can benefit. And frequently, efforts with other service personnel will involve creative approaches to meeting traditional criteria. It may involve teamwork, where, by playing to each one's strengths, some serious weaknesses can be downplayed.

Ironically, there is a strong argument for emphasizing an externally focussed approach. After all, if one needs to move on to another position at another institution, taking along evidence of successful completion of *external* task requirements with an impressive *Vita* makes a strong case for career advancement and enhances job prospects. One colleague, reflecting prior to taking her present position, noted forcefully that, "I could see myself being assigned to roles that showed no evidence of accomplishment. Sometimes I was doing the same thing over and over again and again. I decided very quickly that I had to move on or be stuck permanently in that kind of work. I would just not have the credentials".

One secret of successful I.D. work appears to be making each project into a demonstrable (publishable) piece of evidence of success. And our abilities to cope and adapt will vary with successive stages of the adult life cycle (Cytrynbaum, Lee and Wadner, 1982).

One final piece of advice is echoed by other professionals (e.g., Lindquist, 1973): simply do not allow your campus-based activities to interfere with professional advancement. As researchers in adult development have noted, fulfillment of an original "dream" represents a strong motivating force in any career (Levinson, 1979). Instructional development as a career, by its flexibility, offers many opportunities to pursue that dream, be it multidisciplinary scholarship, international service, advancement in the professional association or, tantalizingly, perhaps something no one else has thought of yet.

As an assumption undergirding all the strate-

gies we have mentioned, one's own sense of integrity and professional advancement must not be breached. You are ultimately the measure of your own career, the creator of its meaning. You choose what activities you will pursue and as actors, live with their consequences. Thus, the liberating challenge is issued to each I.D. professional: examine your own position; are you "inside" the picture or are you "outside?" How can you achieve balance and yet a needed creative tension, making the most of the ambiguity provided in your position. Will your career ultimately be inside or outside of instructional development?

ENDNOTE: It is ironic that in the year since this article was first written, the authors have both moved from "inside" an instructional development office to "outside"—one as a faculty member in instructional technology and the other as a program administrator for a campus service organization.

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Merit Pay and Merit Recognition Plans in Community and Junior Colleges

Community colleges nationally are starting to recognize the contributions of their outstanding faculty. This article, based on a national study, explains how many colleges are awarding merit.

By HANS ANDREWS

In an attempt to determine to what extent merit pay and merit recognition practices had become part of the American community college system, Andrews and Marzano (1986) conducted a nation-wide survey. There had been only a handful of articles and little to no research previously conducted in this area.

This national study revealed that 148 out of the 816 colleges that participated had some type of merit reward or recognition system for

their faculty. This amounted to 18.1 percent of the total, which was found to be much higher than the 4-5 percent participation level found in previous studies of elementary and secondary schools.

APPROACHES TO MERIT

Some states have state-wide direction. Two such systems are the Virginia Community College

System (VCCS) and the State University of New York.

The *Virginia Community College System (VCCS) Policy Manual* allows each college to develop a merit plan to best fit individual campus needs. Merit can be provided in at least three ways: (1) granting of a multiyear appointment; (2) granting of a promotion; (3) granting of a merit award salary increase. Merit awards are to be based upon performance evaluations.

The State University of New York specifies that "discretionary" salary increases for the full-time faculty should be no less than \$500 and no greater than \$3,000.

Several colleges have a *career ladder* approach. Seward County Community College in Kansas, Black Hawk College in Illinois, and Jefferson College in Missouri are three such colleges that have a career ladder.

The Seward County Community College, Kansas, "merit evaluation system" uses merit evaluation as the only criteria to be used for faculty salary increases. They point out that "it is more difficult to administer, and it implies continuous self-evaluation to which many people in higher education only give 'lip service'." The following are the five steps of merit salary increases.

1. *Step zero*: Inadequate, needs considerable improvement;
2. *Step one*: Adequate, an asset to the college;
3. *Step two*: Good, valuable to the college;
4. *Step three*: Very good, approaching excellence; and
5. *Step four*: Outstanding, a credit to the entire profession.

The various steps involved in administering Seward's merit evaluation system include: student evaluation, faculty self-evaluation, supervisory evaluation (chairperson, dean, president), and board members (final approval only). The division chairpersons have the primary responsibility in the evaluation system.

Approximately 70 percent of the merit evaluation comes from instruction, teaching, and learning activities. The other 30 percent comes from student services, recruitment, and community service activities. Seward County Community College administrators do state that the "major purpose for the merit evaluation system is to assist in the improvement of instruction."

In Kansas, Barton Community College has a system similar to Seward County Community College. They specify the following weights to arriving at the final merit recommendations: administrative evaluation, 50 percent; job targets, 30 percent; and self assessment, 20 percent.

The dean of instruction has the primary responsibility of evaluating the various professional staff in this system.

Administrators at Black Hawk College in Moline, Illinois, have developed a "quality points" system for rewarding faculty academic rank in the following five categories:

1. Professor	325 points
2. Associate Professor	275 points
3. Assistant Professor	225 points
4. Instructor	175 points
5. Assistant Instructor	140 points

These "quality points" are tied to college degrees held or subsequently earned, professional experience and study, professional licenses, etc. There appears to be some *quality evaluation* criteria tied to this promotional system. The quality points awarded only meet the minimum requirements for promotion. Yearly evaluation of teaching and service to students and community are also included prior to a promotion. A total of 15 percent of the total campus faculty are the maximum number that will be promoted each year.

Jefferson College in Hillsboro, Missouri, administrators describe their recognition system as a "promotion system for rewarding outstanding faculty accomplishment in diverse professional areas." It is optional and provides an opportunity for persons who desire promotion above their present level. It is based upon the number of years of service (four years in each grade) and the award of points for outstanding performance in a number of professional development areas. Such points are earned based upon the number of clock hours devoted to the activity. The activity areas in Category I are: Curriculum and Instruction; Institutional Services; Lectures, Workshops, Short Courses; Course Work; In-Service Training, and Work Experience. Those in Category II are: Professional Organizations, Conferences; Publications; Creative Exhibitions, Performances; Related Civic Activities; Self-Instruction Programs; Travel, and Grants.

To be promoted from Level I to II, or II to III or III to IV, a certain number of points and years of service must be achieved (see Table I). It is important to note that these are *minimum* requirements.

The Jefferson College system does not deal with classroom effectiveness because "effective classroom performance is considered basic to the retention and advancement of all instructors." Classroom evaluation precedes involvement in this professional development system.

TABLE I

Promotion From:	Minimum Total Years of Service	Minimum Point Requirement
Level I to II	4	Earn 240 points while in Level I
Level II to III	8	Earn 240 points while in Level II
Level III to IV	12	Earn 400 points while in Level III

Some colleges reported a "merit recognition" system of awarding extra pay or recognition to faculty.

"MERIT RECOGNITION" PROGRAMS

The following college merit programs best fit into what are considered "merit recognition" programs. Such programs usually provide for recognition of performance during the previous year; a cash award, plaque, and some form of public recognition. Some select the recipients through administrative evaluation procedures. Others use student, peer, and self-evaluating procedures.

The University of Minnesota Technical College in Waseca, Minnesota has a "merit adjustment" plan based substantially upon a faculty *self-reporting* system. In addition, faculty submit student, peer, and/or division director evaluations.

North County Community College of Saranac Lake, New York, has a system of merit awards for two to five faculty each year. The merit awards range from \$500 up to a high of \$1,250, and are based upon "exceptional merit in their work for this college, and during this year, above and beyond the call of duty." The college also presents a George Hadson Merit Award to one or more persons each year. The criteria are: attitude toward work, consistency in job performance, versatility, personal responsibility, and cooperation with fellow employees.

Holyoke Community College in Massachusetts has set aside 1.5 to 2.0 percent of the total salary budget for *performance based* increases awarded above general pay increases for staff.

Moraine Valley College in Illinois administrators reported faculty recognition awards of "Professor of the Year" and "Master Teacher" which are coordinated through the college's Center for Faculty and Program Excellence. These award winners are first formally recognized by the college and then their names are submitted for a "National Professor of the Year" competition

sponsored by the Council for Advancement and Support of Education (CASE), Washington, D.C., and to the National Institute for Staff and Organizational Development (NISOD) located at the University of Texas at Austin, Texas.

The Clermont General and Technical College in Batavia, Ohio, solicits self referrals from faculty members for "merit pay based upon superior performances." Selection is made based upon these self evaluations.

A merit salary program at Texas State Technical Institute is designed to recognize employees "whose performance is consistently above that normally expected and required. The program is intended to encourage continuation of a superior level of performance by the employee so rewarded, and to encourage other employees to improve their own performance to equal or exceed that standard." Merit is budgeted for 25 percent of the total employees in this college.

The *Virginia Community College System Policy Manual* calls for the faculty salary plan for each college to include a merit pay component. A policies and procedures manual at Mountain Empire Community College in Virginia calls for student and self-evaluation reports to support a faculty member. The supervisor prepares a narrative which describes subjective aspects of faculty evaluation.

Eastern New Mexico University awards up to 10 percent of their faculty no less than \$1,000 non-renewing merit awards. Faculty members initiate the process by making application.

The plan for Eastern Shore Community College in Melfa, Virginia, sets aside 15 percent of the next year's salary adjustment funds to make payments for the college's merit plan. Merit awards are tied to "performance evaluation." Performance evaluation scores for the various levels are as follows:

Descriptive Terms	Composite Scores
Excellent	4.50 + above
Very Good	3.75 - 4.49
Good	2.75 - 3.74
Fair	2.00 - 2.74
Unsatisfactory	1.00 - 1.99

The Virginia Community College System (VCCS) specifies that merit award salaries are not to go to anyone evaluated as *less* than very good. Their criteria for job performance rating of "excellent" and "very good" is outlined as follows:

Excellent: The "Excellent" rating is reserved for the individual whose performance consistently exceeds the performance described under the rating category "Very Good" to the extent that special recognition is called for. This rating indicates outstanding

contributions in classroom teaching, curriculum development, college activities, and professional development for a single year.

Very Good: The "Very Good" rating is given to the faculty member whose performance or responsibilities clearly exceed the "Good" level in most areas. This rating indicates very good performance of faculty responsibilities, including classroom teaching, curriculum development, college activities, and professional growth.

A faculty award, *The Burlington Northern Foundation Faculty Achievement Award*, is available at Spokane Community College and Spokane Falls Community College in Washington for up to 30 faculty candidates a year. These awards are based upon the following criteria:

Student evaluations of actual teaching skills over a two-quarter period; the candidate's self-evaluation and evaluation by a peer and a supervisor; letters of endorsement from current and former students; resume and other supporting documents; and finally, oral presentations by nominating students.

Student nominations and student evaluations appear to weigh heavily in this faculty award program.

Lake Michigan College in Benton Harbor Michigan has a board of trustees goal to: "Develop and maintain employee morale; develop and implement a recognition program for staff. This would include a \$1,000 merit award and a certificate of recognition to five college employees annually." (Browe, 1984, p. 2).

The president's merit awards are to go to no more than five persons a year and are based on (1) excellent job performance; (2) enhancement of LMC image; (3) service to the college; (4) involvement in the community; (5) scholarly activity and/or professional growth; (6) positive attitude toward LMC and his/her job; and (7) long-term service—three or more years.

Illinois Valley Community College, Oglesby, Illinois, has a faculty and staff "merit recognition" procedure. Awards of \$500 and an inscribed plaque for *excellence in classroom instruction* and other job related activities (which vary by individual). Nominations are made by administrative supervisors. Faculty are nominated by division chairpersons, the associate dean of instruction, dean of instruction, and/or the college president.

Illinois Valley has an administrative evaluation system that evaluates all tenured as well as non-tenured faculty. Recommendations for merit recognition primarily originate from the in-class evaluation system, but may be prompted by other extraordinary efforts on the part of faculty members. Some 34 faculty have been recognized

during the honor banquet for students over the 7-year period the system had been in operation. The system is refined each year. The college also gives public recognition through board of trustee approval at a board meeting and through public information releases. The program is based on the premise that persons need recognition other than in basic pay programs.

Another administratively oriented merit plan is in effect at the College of Southern Idaho. Planners at the college concluded, as a result of a professional standards committee review, that:

(a) Merit is an administrative proclamation and should be determined by the administration.

(b) Merit, by its' nature is very subjective and, therefore, cannot be quantified. We all realize how difficult it is to quantify a subjective test, like an essay, and be uniform.

(c) It was the feeling of everyone on the committee that the philosophy of merit is commendable. If merit is inevitable, it was felt that the Dean should be responsible for its determination. If he does his homework, he should be the most non-biased and best informed person to do it. His system should be given full support of the faculty.

(d) Merit should be based only on one year's performance.

Officials at Clark Technical College in Springfield, Ohio, award \$1,000 monetary amounts to approximately five persons each year. The individuals are recognized at the college's Charter Day ceremonies.

The president of the Agricultural and Technical College in Alfred, New York, assigns discretionary funds for salaries to those identified as above average in their performance. The awards can go to as many as 205 of the staff. The discretionary fund plan is derived from system guidelines provided by the Office of the Chancellor of the State University of New York.

The Distinguished Faculty Member Award at Walters State Community College in Morristown, Tennessee, is presented to one outstanding faculty member each year at the Annual Honors Day program of the college. The person is recommended to the president by an awards committee appointed by the president. The faculty member's classroom teaching effectiveness is the primary consideration used.

CONTRAST WITH FOUR-YEAR COLLEGES AND UNIVERSITIES

Lewis and Doyno (1983), in conducting a review on faculty reward structure in the American university system, ran across an unpublished report by Kaun (1979) which outlined "how

academic merit salary increases are justified or attained." Among the findings were the following:

1. There was no significant relationship between either teaching effort or, for the most part, teaching quality and rates of advancement (emphasis added).

2. The foremost factor in advancement was years of service.

3. An almost equal influence was years elapsed since the Ph.D. degree was received.

4. Because of a decreasing rate of advancement as one moves up in the faculty ranks, the coefficient for experience was negative.

5. Publication of refereed journal articles also turned out to be an important explanatory variable, while other writing played a more minor part, as did administrative service.

In their own analysis of academic merit, Lewis and Doyno conducted a quantitative and qualitative analysis of 417 recommendations (letters) for merit awards at one American university. They hoped to find how the faculty and administrators "define merit." They paid particular attention to how the academic characteristics of a writer or recipient affect the type of case made. They also analyzed the "relative weight given teaching, research, and service" in the letters they reviewed (p. 707). They concluded:

In this study of letters nominating candidates for merit salary increases, there is considerable evidence that teaching is less valued than administrative service or research. One finding of particular interest was the gap in the size of merit salary increase recommended between those involved in administrative activities and those who seemed to keep their distance from these pursuits (p. 718).

This reference to merit pay in four-year colleges is not an attempt to outline or describe the many complex programs of merit pay that exist in American four-year colleges and universities. It was only added to show two fairly recent pieces of research that shed some light on the complex variables that exist in such pay programs.

SUMMARY AND CONCLUSIONS

Community College merit pay plans fall under two major categories: (1) career ladder, and (2) merit recognition. This characteristic follows the same national trend as is found in secondary schools.

A study of the many plans that were submitted to Andrews and Marzano in their national study revealed that many colleges were in the early developmental stages for such merit plans. Most of the plans received featured considerable use of

student-, peer-, and self-reporting elements. These same colleges had little to no in-class evaluation by administrators involved in their procedures. One must question the strength of such programs in terms of accountability when supervisory personnel have such little input.

The College of Southern Idaho and Illinois Valley Community College presented two models which are primarily administered and determined by college administrators. The Illinois Valley system arrives at potential merit recognition awardees through its in-class administrative evaluation system. The College of Southern Idaho found merit to be "an administrative proclamation and should be determined by the administration." College officials wanted the instructional dean to play the major role in determining merit winners. Officials felt the dean would be the most objective person overall in a rather subjective process.

Student-, peer-, and self-reporting systems have been evaluated in the research by Centra (1979) to have little value because of the positive skew in reporting, or due to low correlation in the case of peer evaluation. The relegation of merit determination to these systems will make the merit recognition process suspect. Administrators also will have to prove themselves competent if they are to become, as this writer believes they should, the major source for determining merit awardees in the future.

Merit pay and merit recognition programs that are not tied to strong faculty evaluation systems will carry very little credibility with the general public and legislators. Colleges, secondary, and elementary schools can do much in the years ahead to tie both merit for the most competent faculty, and dismissal for the least competent faculty, to credible administrative evaluation systems.

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Dr. HANS A. ANDREWS is Dean of Instruction at Illinois Valley Community College, Ogleby, IL.

Retrofitting For Tomorrow

Of all the conference choices you may have to make, Denver is the place where it comes together for staff developers.

By JERROLD M. NOVOTNEY

If one were to take a satellite view of America's community college system, common threads of concern would be seen as tying all of our colleges together.

As the NCSPOD Network stretches across the country, word comes back that a large proportion of our college districts are trying to deal with the problems of a "graying" faculty, a changing student body both in terms of academic preparation and course interests, the impact of technology, and the fast changing needs of industry.

In many states there is an over-riding concern for defining the community college mission during the '80s and '90s and determining the means to finance whatever it is that community colleges should be doing. None of these are simple issues, nor will simple solutions suffice. If anything is clear at the moment as we look inward, it is that the direction and promise of the years ahead will be shaped to a great extent by circumstances and decisions that are not within the direct control of community college personnel.

On the other hand, we are struck with the clear signs that those of us involved in the community college endeavor cannot sit idly by while others mold our destiny. New approaches must be generated from within. New skills must be acquired by

our faculties and staffs.

As individuals directing staff development programs, we cannot be content with present knowledge, our own or that of our faculty, acquired in graduate school or in "the school of hard knocks". People must be trained and prepared for the decades ahead, not simply through haphazard, feeble, uncoordinated training programs, but rather through definitive, objective-driven programs aimed at developing new competencies among all community college personnel.

It is, therefore, by no accident that NCSPOD has chosen "Retrofitting For Tomorrow" as the theme for its national conference to be held at the Downtown Holiday Inn in Denver, Colorado from October 25 through October 28. Nor is it by happenstance that a preconference under the title "What Tomorrow Are You Retrofitting For? . . . Learn To Be A Futurist" is being offered to those attending.

Presented by Dr. Edward Haring, a senior consultant for the educational training firm of Brass, Richie, and Betts, Inc., preconference participants will learn practical futuring techniques and then apply them to their home situations.

The conference itself is being constructed around five informative tracks: Tomorrow's Tools, Tools for the Novice Staff Developer, Teaming for Tomorrow, Retrofitting Faculty and

Staff, and Tomorrow's Challenges. A series of sessions will be offered that will address each of these subject areas. Pre-registration packets are available now from Betty Mills, at Rancho Santiago College, Santa Ana, California. The registration fee is \$100.00 for NCSPOD members and \$125.00 for non-members.

Returning to the national perspective, one sees a wave of interest in staff development moving across the country in community college districts. A recent survey of 162 colleges in the Western region indicated that almost every college had someone designated as responsible for staff development. What the level of activity is at each college varies depending upon the support the administration is willing to give the effort; but just the fact that someone has been given the staff development charge is a positive thrust and is indicative of a change in concern from what it was five years ago.

The bottom line is that staff development is increasingly being recognized as important, and staff development officers, by whatever designation, are increasingly playing a critical role in campus life and academic vitality.

NCSPOD is designed to serve as a forum and network for administrators and practitioners concerned with improving institutional productivity and instruc-

tional quality through professional development. As an affiliate council of the American Association of Community and Junior Colleges, NCSPOD's membership includes representatives from over 500 colleges throughout the nation.

Experience has shown that linking with other staff developers across the land can be a

tremendous resource for those of us who so often find ourselves as the only campus person responsible for generating meaningful professional growth programs.

If you have not as yet joined us, let this be a cordial invitation to do so. If you are already a member, we sincerely hope that you will make arrangements to

join us in Denver . . . of all the conference choices you may have to make, Denver is the place where it comes together for staff developers.

Dr. JERROLD M. NOVOTNEY is the NCSPOD Western Region Representative and Director of the Office of Staff Development Programs & Services, Los Angeles Community College District.

PRESCRIPTIONS

Developing Staff for Student Retention

Institutions that negotiate a workable and "just" psychological contract with their members appear to have fewer "retention" problems.

By DUANE D. ANDERSON

Concern for student retention appears to be a phenomenon that pervades all of higher education. Recent nationwide studies have found that the freshman to sophomore dropout rate for public two year institutions was 46 percent with slightly smaller rates for BA, MA, and PhD granting institutions. These researchers suggest that dramatic declines in dropout rates can be achieved by implementing various intervention strategies; however, further investigation confirms that the results of implementing a specific strategy ranges from very effective to not effective at all. It is possible that attrition is really only a "symptom" of an underlying problem that exists in an institution.

To treat the symptom rather than to attempt to locate the cause is analogous to treating a patient with a high fever by packing him in ice to lower his temperature rather than to find the cause of the fever. Institutional health is difficult to assess from surface behaviors and the staff developer is faced

with a difficult task of getting the actors to examine the causes of attrition which may lie in their deeply ingrained value systems. This prescription takes a look at one of the possible directions we might explore to provide answers to the retention problem through staff development rather than relying on structural change.

SITUATION

Effort has been expended to increase retention of students by putting into effect an "early warning system," improving the academic advising services, development of peer counselors, and numerous other interventions. While these structural and procedural changes have had slightly positive impacts on the retention of some students, the overall attrition rate has remained in the range of 40 percent.

Faculty are convinced that recruitment activities are bringing in students that have little interest in higher education and are not committed to doing the work necessary to be successful.

Student service staff members feel that faculty expectations are not realistic and that students are being driven from the institution by requirements arbitrarily imposed by uncaring teachers. Administrators are faced with the problem of staffing for enrollments at the beginning of the year that dwindle, with corresponding decline in revenues, at an alarming rate.

Students who leave the institution, have negative attitudes toward the college and transmit those feelings to their acquaintances through the community. The situation seems to have paralyzed the institution in its efforts to find solutions to the high attrition problem.

DIAGNOSIS

There appears to be a serious discrepancy in expectations and fundamental values among the constituents of the institution. Every organization, whether it is conscious of it or not, negotiates a "psychological contract" between and among the people involved. Institutions that negotiate a workable and "just"

psychological contract with their members appear to have fewer "retention" problems than those who do not.

Etzioni (1961) classifies organizations based on the type of power-authority used by the institution and the type of involvement exhibited by its members, into three "pure" types. The first, exemplified by prisons and correctional institutions, employs "coercive" power and its members reciprocate by displaying "alienative" involvement. This is considered a just psychological contract and the desired retention situation is achieved.

The second type of organization, exemplified by most business organizations, employs "utilitarian" or rational-legal authority and its members display a "calculative" type of involvement.

The third, into which presumably colleges and universities fall, employs "normative" rewards and members exhibit "moral" involvement where membership is intrinsically valued and the person remains because he or she places some value on the mission and function of the organization.

The values held by the constituents in this situation seem to indicate that a just psychological contract has not been negotiated and attrition problems are occurring.

PRESCRIPTION

Faculty, counselors, recruiters, and administrators must first of all become aware of the psychological contract that they are verbally and nonverbally negotiating with prospective and currently enrolled students.

One of the most difficult tasks of the staff developer is to bring this group of people into touch with their own value systems and to recognize

that having "shared" values is a powerful force in alleviating the attrition problem.

The power of shared values is at the heart of the emphasis on "Excellence," popular in the current literature; i.e. *In Search of Excellence, A Passion For Excellence, Iacocca*, etc.

To graphically display the power of focusing energy/values in a single direction, the author used a simple radiometer whose vanes turn when light rays strike the darkened sides of its movable vanes. A light bulb with its light energy radiating in all directions is placed near the radiometer and the vanes turn slowly, then a flashlight, with the light rays focused by the lens is shined on the instrument and the vanes turn rapidly. The participants are then asked (if you cannot demonstrate) what would happen if all of the energy from a light source came to be focused in a single wave, and most people will recognize the power of the laser beam.

The group might then be led to become aware of their own values, which ultimately direct their personal and professional behavior. A simple experience is to tell the "Alligator River Story" and demonstrate that the group places different values on such things as honesty, morality, involvement, helpfulness, consistency, etc. The five characters in the story illustrate these values in their behavior and the participants are asked to choose from among those characters the one that they admire most and the one they admire least. By recording their choices, people begin to see that their values vary significantly from other members of the group.

A second instrument entitled "Forced Values Instrument" requires that individuals rank personal values from among such things as security, influence,

recognition, helpfulness, orderliness and wealth. The individual scores of their high values and low values are displayed, which demonstrates dramatically that as a group there is a great diversity in their personal values.

The group then needs to be helped to see that the same situation is likely to be present in their professional values which impact their professional behavior. These values become messages that they deliver to the students about what is expected of them as members of this organization.

The final intervention the staff developer might implement involves futuring. The staff needs to examine the values they would like to see identified with the college and agree on how they can convey this to the student. Many staff members have never recognized that their institution is viewed by the public according to the values that they transmit to the students. Institutions that have strong shared value systems that are embraced by staff and students alike are more likely to have students who have a "moral" commitment to their programs and therefore are likely to persist. When they do not feel coerced to stay or can be lured away by a shallow, short term offer, there is a tendency for the institution to have a high retention rate.

REFERENCE

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Reactions to this regular feature are invited by Dr. DUANE D. ANDERSON, Director of the Office of Community College Affairs, N491 Lindquist Center, University of Iowa, Iowa City, Iowa 52242.

Kellogg Institute '87 Training Program

While April 1, 1987 is the deadline, early application is encouraged to ensure a space.

The Kellogg Institute for the Training and Certification of Developmental Educators has announced dates and application procedures for its 1987 training program. The 1987 Kellogg Institute will hold its summer session from June 27 through July 24 on the campus of Appalachian State University in Boone, North Carolina.

The Institute will train faculty, counselors and administrators from remedial, developmental, and learning assistance programs in the most current techniques for promoting learning improvement. The Institute program consists of a summer session followed by a fall term practicum project on the home campuses of the participants.

The 1987 summer program will focus on the use of learning styles and their implications for instruction, the process of developing evaluation activities, the use of academic intervention and counseling techniques, the management of programs and classes, and the use of computers for management, data collection, and instructional purposes. Faculty for the summer program include Dr. Hunter Boylan, of Appalachian State University; Mr. Frank Christ, of California State University-Long Beach; Dr. Chuck Claxton, of Memphis State University; Dr. Ed Morante, of the New Jersey Department of Higher Education; and Dr. Milton "Bunk" Spann, of Appalachian State University.

Institute fees are \$625 plus \$300 for room and board. A graduate credit fee for the one-semester practicum will also be charged. Up to eight (8) hours of graduate credit may also be obtained for participation in this summer program.

Applications for the Institute may be obtained by contacting Ms. Elaine L. Bingham, Assistant Director of the National Center for Developmental Education, Appalachian State University, Boone, North Carolina 28608. Additional information about the Institute may be obtained by contacting Dr. Hunter R. Boylan through the National Center for Developmental Education at (704) 262-3057. Early application is encouraged to ensure a space in the Institute. The application deadline is April 1, 1987.

LEADERS SCHOLARSHIP PROGRAM

The purpose of the "Leaders Scholarship" Program is to reward national and local leaders in the field of developmental education for their efforts on behalf of the profession. The "Leaders Scholarship" Program provides a \$500 fee waiver for attendance at the Kellogg Institute for the Training and Certification of Developmental Educators.

In order to be eligible for a Kellogg Institute "Leaders Scholarship," individuals must have

held an executive office or committee chair of a national or local professional association concerned with developmental education or learning assistance during the past five years. Eligible persons must be currently employed as a teacher, counselor, or administrator in a developmental or learning assistance program on a college or university campus.

Requests for application forms or further information should be addressed to:

Dr. Hunter R. Boylan
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The *Journal of Staff, Program, and Organization Development* is published quarterly as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

To fulfill this purpose, the *Journal* seeks to publish both articles and descriptions of exemplary practices related to staff, faculty, management, program, and organizational development and evaluation. Although oriented primarily to the interests of the practitioner, the *Journal* invites theoretical "think pieces" as well as readable summaries of research that have practical implications for staff, program, or organizational development. The *Journal* is also interested in publishing information about resource development and personnel practices that facilitate and support staff, program, or organizational development.

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At the present time, the *Journal* is not accepting book reviews, reviews of educational materials, interviews or dialogues, articles promoting a commercial service or product, descriptions of programs or projects not yet implemented, or articles extremely technical in nature.

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5. Leave generous margins (at least an inch all around) on each page.
6. Give the manuscript a short, informative title.

7. Use headings and subheadings to divide the manuscript into meaningful sections. Type major headings in all capital letters and center. Type subheadings in capital and lower case letters flush with the left margin.

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2. *Exemplary practice articles.* Manuscripts should not exceed 2,000 words (approximately 8 pages of double-spaced typewritten copy including references, tables, and figures). These articles should report on or describe new and/or exemplary practices, programs, techniques, or policies and procedures.

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Mail the return postcard, the original manuscript, two copies, cover sheet, abstract, tables, charts, and return envelope to:

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The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

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MEASURING TEACHING EXCELLENCE: A WORKABLE SYSTEM – Page 57

The JOURNAL of STAFF PROGRAM & ORGANIZATION DEVELOPMENT

... a different view of higher education's most valuable resource.

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The Journal of Staff, Program and Organization Development is published quarterly by the Forum Press, Inc., P.O. Box 876, Stillwater, Oklahoma 74076, as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

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Fall 1986

Affiliate Organizations

The Journal of Staff, Program & Organization Development and the following Affiliate Organizations agree to support scholarly study, communication, and progress within the fields of staff, program, and organization development and to promote and further the fields as integral and necessary components of institutions of higher education.

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National Institute for Staff and Organizational Development

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The University of Texas
Austin, TX 78712

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A Newsletter Dedicated to the Improvement of Instruction in American and Canadian Schools and Colleges

Administrative Action

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VOLUME 1, EDITION 1

SEPTEMBER 1986

GOALS FOR THIS NEWSLETTER

Quality Instruction in Every Classroom!

We invite you to become
charter members of a
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THE NEWSLETTER

"Quality instruction in every classroom!" That's the ultimate purpose for this new publication as stated by its editor, Dr. Hans A. Andrews, Dean of Instruction for Illinois Valley Community College, who invites all educators responsible for the tough personnel management decisions facing us in the 1980s and beyond to become involved with a new and exciting ADMINISTRATIVE ACTION newsletter.

Dedicated to a better understanding of faculty evaluation, merit recognition programs, and hiring practices in education, this newsletter will present material in a pragmatic and useful manner for educational administrators, governing board personnel, and those quality faculty members who are dedicated to upgrading their profession.

An initial goal of the ADMINISTRATIVE ACTION newsletter is to examine administrative evaluation of faculty and demonstrate how research and experience have revealed it to be the only effective evaluation system for "upgrading" and/or "riding" the teaching profession of its poor and incompetent members.

A second goal of the newsletter is to help department and division chairpersons become more effective in their number one responsibility of personnel management!

A third goal is to demonstrate the importance of recognition systems for faculty members who are so often neglected in the educational reform movement of the late 1980s.

A fourth goal of this newsletter is to assist top administration and governing boards throughout education to understand their crucial role in hiring, evaluation, promotion, reward, and/or dismissal. The need for clearly developed board policies and administrative procedures is presented beginning with the very first issue of September 1986 and continues through six bimonthly issues each year.

Finally, the myths of tenure and academic freedom will form a basis for a series of articles for readers.

"Your response, reaction, and contributions," states Dr. Andrews, "will be welcomed. Won't you join us as we walk hand-in-hand for quality teaching in every American and Canadian classroom!"

'86-'87 ISSUES

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Measuring Teaching Excellence: A Workable System

This article describes the process that a faculty committee used to create a successful voluntary Teacher Excellence Award Program for a multi-campus community college system. The assessment is based upon the faculty job description and assesses four specific aspects of teaching.

By JUDITH OLSON-FALLON and DONALD STANLEY

MEASURING TEACHING EXCELLENCE is a sensitive and perhaps controversial issue. Often such an award program is imposed unilaterally by an administrative decision and is consequently viewed with suspicion by faculty. The following is a description of a faculty-centered teacher excellence award program that has been used for two years and that has received a favorable response from both faculty and administration at a multi-campus community college system.

HISTORY OF THE AWARD PROGRAM

Perhaps what makes this award system unique and, in turn, so successful is that it was written by the faculty, in this case by a professional development committee of the Faculty Senate.¹ The committee was comprised of divisional representatives from all academic and vocational areas.

In 1983, a newly elected professional development committee inherited the responsibility of deciding whether or not to write a teacher excellence award program. Until 1983, the college used two award programs developed by outside professional groups and two college-sponsored programs; a writing scholarship award, and a student poll award. The college administration, however, was encouraging the faculty to establish a rigorous award system that truly recognized teaching excellence as defined by the faculty. Unfortunately, previous professional development committees discovered through a faculty survey that only approximately 50 percent of the faculty even approved of the idea, and that there was little consensus on how the winners should be selected.

¹ The professional Development Committee of the Faculty Senate consisted of Richard Almstedt, Judy Liles, Oya McDaniel, Sandra Lloyd, Mike McFarland, Paul Neeley, Judith Olson-Fallon, Donald M. Stanley, Pat Timpanaro, Ann Weiss, and Ruth White.

The 1983 committee recognized from the beginning that any teacher excellence program would be less than perfect from the viewpoint of many faculty members. Yet, the committee accepted this prospect, knowing that the program would be voluntary. The committee also believed that a teacher excellence program would be more acceptable, if it assessed those essential qualities that teachers in all academic and vocational areas need to do well in the classroom. Furthermore, the committee felt that if the program was a system in which instructors evaluated and recognized excellence among their peers, the program would win over the skeptics among the faculty.

From these preliminary discussions, the committee decided that the award program would be created to acknowledge that the college has good teachers, to recognize individual teaching excellence, to provide motivation for teachers to excel, to encourage excellent teachers to share their expertise with their colleagues, to encourage student involvement in selecting the excellent teachers, and to demonstrate that skillful teaching is valued.

The Professional Development Committee made these decisions rather quickly; the rest of the writing required a total of three semesters. The committee members required a great deal of time to work through the process of self examination necessary to identify the core characteristics of excellent teaching used in all classes whether an air conditioning lab or a calculus class or a British literature class.

The committee also wrestled with the problem of what information to gather about the award nominees. These concerns were particularly weighty ones because the faculty survey mentioned earlier indicated that the instructors in some divisions were vehemently opposed to using student

evaluations as part of an award program, because they believed that students routinely rated certain departments lower than others. For instance, some math instructors were certain that they would be rated lower than psychology instructors. Interestingly enough, a math instructor was nominated the second year of the program and won. Rather than ignore the faculty's concerns over student evaluations, the committee developed a statistical study to alleviate any misgivings about student evaluation. The details of the study and the application of the data to the award system will be described later in this article.

The committee decided to use the college's faculty job description as the basis for establishing the specific award criteria, which include: 1) a nominee documentation of professional activities on and off campus within the last five years along with copies of his or her syllabi, 2) a student evaluation, and 3) a peer classroom observation. Later, upon the suggestion of the college district administration, an evaluation from the nominee's supervisor was added.²

The committee developed a student evaluation form, relying on the expertise of the committee members to create items applicable to any classroom setting. To assure that the format and wording of individual questions would not interfere with the reliability and validity of students' evaluation, committee members conducted a pilot study which lead to some changes in the evaluation form.

Once the committee felt comfortable with the format and content of the student evaluation questionnaire, the committee engaged in a more elaborate pilot study for the purpose of establishing departmental and course norms, directly addressing the issue of whether or not certain departments and/or courses would be rated lower than others. More specifically the questions to be answered from this study were:

1. Do student ratings differ between lower (entry) level classes and upper level classes?
2. Do student ratings differ from one area of study (i.e. psychology) to another (i.e. history) within the same department?
3. Do student ratings differ between lower entry level classes in one department and lower entry level courses in another department?
4. Do student ratings differ between higher level classes in one department and higher level classes in another department?

To answer these questions, student evaluation

forms were sent to all full-time instructors on campus. Instructors were requested to give the forms to two of their classes which were randomly selected by the committee. It was emphasized that the committee did not want the instructor's name, but only the class title. It was also made clear that this information was requested by a faculty committee and the purpose of the study was explained.

The response was adequate. Evaluations were received from all types of academic and vocational courses. Lower-level and higher-level courses were well represented. From a statistical analysis of the data, norms were established for divisions and for lower- and upper-level courses. During the actual award process, the result of the student evaluations for each nominee is compared to the norms of his or her teaching area. This procedure will be discussed later in this article. However, it should be noted that instructors were correct when they expressed a concern for the unevenness of student evaluations across divisions. Significant differences were found between the ratings for different course subjects as well as between lower and upper course levels.

The development of the peer classroom observations forms sparked the most debate among committee members, for they had difficulty agreeing on what should be evaluated, how the evaluation should be completed, and how many observers should be part of the evaluation. Obviously, the committee was interested in evaluating only observable behavior applicable to any classroom setting, no matter what the academic area or teaching philosophy. The committee was also sensitive to having been involved with observations in which the observers were not informed in advance of the teacher's intended goals for that class period and in which the observers did not have an opportunity to ask questions of the teacher after the observations. Therefore, a procedure and forms were developed to eliminate these concerns.

In addition to the pilot studies conducted for the student evaluation form, the committee created a procedure for testing the peer evaluation forms, which could be used by subsequent award committees. The committee secured a video tape of a classroom observation so that committee members could practice using peer observation forms and determine the inter-rater reliability. This procedure was found to be effective and the inter-rater reliability was high.

As stated earlier, at the request of the college district administration, the committee developed a supervisory rating form. The college job description for instructors was used as the basis for this form. The supervisor has the option of completing the form in collaboration with the nominee, and

²Readers may request a copy of the award program by writing to either Donald M. Stanley or Judith Olson-Fallon at North Harris County College, 2700 W.W. Thorne Dr., Houston, TX 77073.

using a "not applicable" response wherever necessary.

Throughout the discussions of the award process, the committee emphasized that the selection of the winners (a yearly maximum of three per campus) be determined solely by the numerical rankings derived from the four sources of information (self-documentation, student evaluation, peer evaluation, and supervisory evaluation) and that the award committee resist the temptation of discussing the nominees and their performance.

ADMINISTRATION OF THE AWARD PROCESS

Participation in the program is voluntary. Announcements and nomination forms are sent to all faculty in September each year. Faculty members may nominate themselves or another faculty member.

A campus committee consisting of the Faculty Senate Professional Development Committee and the award recipients from the previous year are in charge of administering the program. This committee notes the nominees, assigns them a number, and sends them a self-documentation form and a brief description of the program. This self-documentation form asks for information directly contained in the college job description. Each instructor is also asked to include copies of their course syllabi, to describe their reasons for working in the teaching field, and their philosophy of teaching. These forms are to be completed and sent back to the committee by a specified date (usually early December).

The evaluation process consists of three additional areas of evaluation. Instructors are asked to indicate their preferred classes for classroom observations by members of the committee and for the administration of student evaluation forms. Standardized forms are used for both.

The student evaluation forms are administered in three classes selected by the applicant. The students are told the purpose of the evaluations and asked to indicate only the class and instructor's name on the response sheet assuring them of their anonymity. This procedure is standardized for all instructors. Student evaluations and classroom observations are not given during the same class periods.

Prior to the classroom observations, each instructor is sent a Goal Referenced Observation Form and asked to indicate his or her class objectives for the period of observation. Using this form and the evaluation form, three members of the committee rate the instructors classroom performance. Students are informed of the purpose of the observation. As the final step in the administration, the supervisory evaluation form described earlier is sent to the supervisor of each nominee.

Self-Documentation Form

The self-documentation form for each instructor is assigned a number to help insure objectivity in evaluation. All names and personal references (i.e. phone numbers listed on syllabi) are deleted by the chairperson of the Professional Development Committee. However, it is recognized that total anonymity is impossible. A packet consisting of the self-documentation forms for each candidate is constructed. These forms are then rank ordered individually by each member of the awards committee according to the degree in which the criteria for evaluation is met.

Next, these ranks are then averaged to determine an overall final ranking for each nominee. Ten to fifteen members usually comprise the awards committee, so a large number of rankings are utilized.

Classroom Observations

Each classroom observation results in an overall numerical score ranging from 1.0 to 5.0. This numerical score is obtained by averaging the individual ratings for each item included in the form. After each classroom observation, the observers briefly discuss their observations and any corrections felt necessary by the raters are made. These three separate ratings are then averaged to give an overall average for the classroom observations. Finally, these overall averages for each nominee are then ranked.

Student Evaluations

The averages of the student evaluations for each nominee are calculated. These averages are interpreted by comparing them with NHCC content-area norms established by a 1984 study conducted by the Professional Development Committee. Nominees are compared to average ratings for their content area. A Z-score is established for each instructor. Differential ratings are obtained for upper and lower level classes. These Z-scores are then averaged for each nominee and these final Z-scores are rank ordered.

Supervisory evaluations

Originally the committee intended to evaluate the supervisory evaluation forms by calculating a percentage figured by dividing the number of items checked by the supervisor, by the number of items on the checklist judged applicable by the supervisor. Rankings would be derived from these percentages. However, it was found that there was no variability in the supervisory rankings, and hence they did not discriminate among nominees. Therefore, each nominee was assigned an

equal rank in the final evaluation. This procedure was further supported by the committee which felt that personality conflicts, independent of teaching performance, might significantly affect these ratings.

Final Rankings and Selection of Recipients

Following the completion of all rankings, a weighted formula is used to calculate the overall final rankings. It is the intent of the award program to weight teaching effectiveness more heavily; therefore, the final ranking is arrived at by doubling the weight for both student evaluations and classroom observations. Consequently, each of these areas make up one-third of the overall final ranking. One-sixth is determined by the ranking of the self-documentation form, and one-sixth consists of the supervisory rating.

Each ranking is given the appropriate weight, and a final overall ranking is computed by dividing these totals by six (two times the classroom observations rank, plus two times the student evaluation rank, plus one times the supervisory ranking, plus one times the self-documentation ranking. The total is divided by six to calculate the final rank).

The top three nominees are selected from these final rankings. Each recipient is notified by telephone and each non-recipient is notified by letter.

Recipients receive a plaque recognizing their

teaching excellence and \$500.00. Non-recipients receive a small plaque noting their participation in the award process. These awards are given at an awards recognition banquet sponsored by the administration during April.

The feedback received by the committee during the past two years has been positive. Both faculty and administration seem satisfied with the award process. Approximately ten percent of the faculty (12 to 15 applicants) have chosen to participate each year and as a result the awards process has been manageable. If the percentage participating increases substantially, a modification of the awards process would be necessary as the process of classroom observations would become extremely time consuming.

In conclusion, the system works effectively and has been positively received by both faculty and administration. Both recipients and non-recipients have indicated that they felt that participation in the program was a positive experience, and one that rewarded teaching excellence and provided positive recognition to all who participated.

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COMMUNITY COLLEGES, THE FUTURE, and SPOD

This thought-provoking book by The Future Trends Commission of the National Council for Staff, Program, & Organizational Development helps to answer some of the most pressing questions facing postsecondary educators today. COMMUNITY COLLEGES, THE FUTURE, AND SPOD explores the confusing web of reflection, reevaluation and questioning common in higher education today. The book seeks to share a national discussion, and shows that we are not hapless victims of a capricious future. We can construct our own view of a preferred future. We can analyze the trends around us in order to predict a probable future. We can put these two concepts together and, in an active way, do much to shape the future in specific directions. The questions are thus, "What future do we want—what future will we build?"

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Assessing Professional Development Interests of Faculty at a State University

The use of a Special Interest Survey to identify specific faculty interests within a large domain of instructional skills is described. Survey data revealed several interesting findings useful to the planning of professional development programs.

By JAMES EISON

IN A REPORT to the Southern Regional Education Board nearly ten years ago, Crow, Milton, Moomaw and O'Connell, Jr. (1976), defined faculty development as "the total development of the faculty member—as a person, as a professional, and as a member of the academic community." Claude Mathis (1982) has more recently described faculty development as "programs, activities, practices and strategies which have as their objective both maintaining and improving the professional competence of the individual faculty member within the context of the many roles a faculty member has in fulfilling his or her obligations to a specific institution."

Though most definitions of faculty development vary little from author to author, the specific direction, format, and structure such activities take vary greatly from campus to campus. For example, a review of 71 published studies (Levinson-Rose & Menges, 1981) reported that interventions to improve college teaching cluster in five categories: grants for faculty projects, workshops and seminars, feedback from student ratings, practice-based feedback (microteaching and mini-courses), and concept-based training (protocols).

Several of these approaches have been tried at Southeast Missouri State University with varying degrees of breadth, depth, and institutional commitment. Recently, however, a Center for Teaching and Learning was established with a primary goal of providing assistance to faculty in the development of teaching skills and instructional materials. Pursuant to this goal, was the task of identifying specific faculty interests within the

large domain of instructional skills. The purpose of the present study was twofold: (1) to describe one relatively simple and effective means of identifying the pedagogical interest areas of a college or university faculty and (2) to report the areas of greatest interest to faculty on one state university campus.

METHOD

Subjects: The Special Interest Survey was sent to all full-time faculty (N=392) at Southeast Missouri State University during the fourth week of the Fall semester. A total of 180 or 48 percent of the current faculty, returned the Special Interest Survey within a three-week period. Participation in each of the six colleges ranged from a low of 40 percent in Education and Behavioral Science to a high of 70 percent among the Library Faculty; the mean rate of participation for the six colleges was 50 percent.

Materials: The Special Interest Survey (see Figure 1) lists 28 topics commonly addressed in faculty development workshops. Respondents provided their name, department, and campus address and marked all topic areas of special interest to them.

Procedure: The Special Interest Survey and a cover letter, indicating that the survey would be used to "help in program planning and in creating an information sharing network among faculty having common interests," was sent to faculty via the campus-mail system. A preaddressed return envelope was provided for added convenience.

RESULTS

Table 1 indicates the number of faculty members in each college that reported interest in each topic area. For clarity, items in Table 1 have been rearranged from their original sequence to indicate rank order of item selection (i.e., the most frequently selected item—"encouraging critical think-

ing"—is listed first with all remaining items listed in descending order of popularity). The percentage of respondents within each college that selected each item is noted within parentheses.

The frequency of interest in each topic area

FIGURE 1

SPECIAL INTEREST SURVEY

Name (please print) _____
 Campus Address _____ College _____
 Campus Phone _____ Rank _____
 Dept. _____

A list of topics found to interest faculty on other campuses appears below. Indicate with a check (✓) in the space provided, all topic areas of special interest to you. Check areas in which you would like to see programs planned, discussion groups formed, printed materials sent to you, etc.

- _____ 1. Designing course syllabi
- _____ 2. Preparing course objectives
- _____ 3. Delivering effective lectures
- _____ 4. Conducting lively discussions
- _____ 5. Asking challenging questions
- _____ 6. Enhancing student notetaking
- _____ 7. Helping test anxious learners
- _____ 8. Exploring learning style differences
- _____ 9. Teaching writing skills
- _____ 10. Encouraging critical thinking
- _____ 11. Improving student speaking skills
- _____ 12. Sponsoring undergraduate research activities
- _____ 13. Increasing library usage
- _____ 14. Teaching underprepared learners
- _____ 15. Assisting international students
- _____ 16. Helping minority students
- _____ 17. Working with adult-students
- _____ 18. Improving classroom tests
- _____ 19. Computerizing your testbank
- _____ 20. Understanding students' views about grades
- _____ 21. Computerizing your gradebook
- _____ 22. Preparing quality overhead transparencies
- _____ 23. Preparing effective slides
- _____ 24. Using the classroom as research laboratory
- _____ 25. Getting started in publishing
- _____ 26. Conducting peer observations
- _____ 27. Using student feedback to improve instruction
- _____ 28. Managing stress and preventing burnout

Please indicate in the space provided, any other topic areas of special interest to you:

1. _____
2. _____
3. _____

ranged from a high of 88 (or 49 percent of the total sample) for "encouraging critical thinking" to a low of 23 (or 13 percent of the total sample) for "understanding student views about grades." Table 1 summarizes faculty interests within each college; cross-college comparisons might readily be obtained using standard statistical procedures (eg. chi-square tests). The primary purpose of the present study, however, is accomplished by referring to the totals in the right hand column.

Here it can be seen that topics interested less than 20 percent of the sample; 14 were marked by

20-29 percent of the sample; 6 topics were of special interest to 32-39 percent of the sample; and 1 topic interested 1 out of every 2 respondents (i.e., 49 percent).

Examination of the Special Interest Survey data sheets revealed that 34 percent of the faculty checked 4 or fewer items; 45 percent selected between 5 and 9 items and 21 percent reported interest in 10 or more topic areas. These statistics suggest that most respondents were highly selective when reporting professional development interests.

TABLE 1
Faculty Responses to the Special Interest Survey Broken Down By Colleges.

Topic	Social Science (N=37)	Science & Technology (N=40)	Education & Behavioral Science (N=31)	Humanities (N=37)	Business & Public Adm. (N=28)	Library (N=7)	Total (N=180)
Encouraging critical thinking	21 (57%)	18 (45%)	17 (55%)	20 (54%)	10 (36%)	2 (29%)	88 (49%)
Getting started in publishing	20 (54%)	11 (28%)	11 (35%)	11 (30%)	15 (54%)	3 (43%)	71 (39%)
Conducting lively discussions	10 (27%)	12 (32%)	14 (45%)	19 (51%)	8 (29%)	4 (57%)	67 (37%)
Managing stress and preventing burnout	10 (27%)	9 (24%)	12 (39%)	17 (46%)	10 (36%)	4 (57%)	62 (34%)
Delivering effective lectures	11 (30%)	13 (35%)	16 (52%)	8 (26%)	9 (32%)	4 (57%)	61 (34%)
Using student feedback to improve instruction	10 (27%)	13 (35%)	11 (35%)	16 (52%)	6 (21%)	3 (43%)	59 (33%)
Improving classroom tests	15 (41%)	18 (48%)	9 (29%)	9 (24%)	6 (21%)	1 (14%)	58 (32%)
Computerizing your testbank	15 (41%)	10 (25%)	12 (39%)	9 (24%)	4 (14%)	2 (29%)	52 (29%)
Asking challenging questions	6 (16%)	11 (28%)	10 (32%)	15 (41%)	6 (21%)	3 (43%)	51 (28%)
Increasing library usage	11 (30%)	10 (25%)	8 (26%)	12 (32%)	3 (11%)	6 (86%)	50 (28%)
Sponsoring undergraduate research activities	15 (41%)	15 (38%)	8 (26%)	6 (16%)	3 (11%)	3 (43%)	50 (28%)
Conducting peer observations	12 (32%)	15 (38%)	5 (16%)	6 (16%)	10 (36%)	2 (29%)	50 (28%)
Exploring learning style differences	12 (32%)	8 (20%)	8 (26%)	11 (30%)	7 (25%)	2 (29%)	48 (27%)
Helping test anxious learners	13 (35%)	12 (32%)	7 (23%)	8 (26%)	6 (21%)	0 (0%)	46 (26%)
Preparing quality overhead transparencies	18 (49%)	12 (32%)	8 (26%)	11 (30%)	7 (21%)	2 (29%)	45 (25%)
Teaching underprepared learners	10 (29%)	10 (25%)	6 (19%)	9 (24%)	3 (11%)	2 (29%)	40 (22%)
Assisting international students	8 (22%)	7 (18%)	6 (19%)	8 (21%)	8 (29%)	3 (43%)	40 (22%)
Working with adult-students	13 (35%)	6 (15%)	8 (26%)	6 (16%)	4 (14%)	2 (29%)	39 (22%)
Using the classroom as research laboratory	14 (39%)	8 (20%)	12 (39%)	3 (8%)	1 (4%)	1 (14%)	39 (22%)
Enhancing student notetaking	9 (24%)	9 (23%)	9 (29%)	6 (16%)	3 (11%)	2 (29%)	38 (21%)
Teaching writing skills	8 (22%)	8 (20%)	7 (23%)	8 (26%)	5 (18%)	0 (0%)	36 (20%)
Preparing effective slides	16 (43%)	10 (25%)	3 (10%)	4 (11%)	1 (4%)	1 (14%)	35 (19%)
Computerizing your gradebook	13 (35%)	4 (10%)	7 (23%)	4 (11%)	4 (14%)	1 (14%)	33 (18%)
Helping minority students	8 (22%)	7 (18%)	5 (16%)	8 (26%)	3 (11%)	2 (29%)	33 (18%)
Designing course syllabi	7 (19%)	6 (15%)	6 (19%)	6 (16%)	4 (14%)	2 (29%)	31 (17%)
Preparing course objectives	4 (11%)	9 (24%)	5 (16%)	2 (5%)	6 (21%)	2 (29%)	28 (16%)
Improving student speaking skills	4 (11%)	5 (13%)	7 (23%)	8 (26%)	2 (7%)	0 (0%)	26 (14%)
Understanding students' views about grades	7 (19%)	2 (5%)	3 (10%)	8 (26%)	2 (7%)	1 (14%)	23 (13%)

DISCUSSION

Before discussing the implications these findings have for faculty development, it is important to identify two possible methodological limitations of the present investigation. First, 46 percent of the total faculty responded to this survey; thus little can be said about the remaining 54 percent. Some faculty have since indicated to the author that they failed to respond due to oversight; others due to lack of interest; and some possibly shared the view of one anonymous faculty member who wrote:

I, and several other members of the faculty, look upon such instruments and related projects in this way: Here is someone who is primarily an administrator who has nothing to do and therefore took some time to send out something to bug the faculty to send him more nothings to do something with. We all feel such topics as suggested are inherent to college-level teaching and that the development of such skills is usually peculiar in each discipline, and best handled at a department level. Most of us also feel that one who has done substantial college-level teaching would not want, or need, to be involved in such a project. Further, from experience we have found there is seldom useful feedback (if any!) from such projects which are both time-consuming and costly. In the present case, the project originator has not indicated that information or results will be shared with the faculty.

Statements such as this serve as a useful reminder to faculty developers that some classroom instructors may well view all faculty development activities in an unfavorable light.

The second limitation concerns the generalizability of the findings to other campuses. Though it is tempting to think that, because Southeast Missouri State University is a medium size state university (i.e., approximate 8,000 undergraduate students and 400 full-time faculty) in what some consider to be the "heartland of the United States," these findings are readily generalizable to other institutions of higher education, this temptation must be resisted until the cross-campus reliability of these results is established.

The design of the Special Interest Survey was predicated upon the assumption that an "interest survey" would be of greater value than a "needs assessment." This view was based upon the belief that faculty respondents would be more likely to express a personal interest in a pedagogic technique or professional development topic than they would be to admit need for personal improvement in that same area. A second rationale for this approach was derived from the desire to actively promote sharing of knowledge and skills among colleagues. Thus, highly skilled faculty members would hopefully check items within their areas of professional

expertise. If a needs assessment approach were taken this would have been less likely to occur.

Preliminary examination of the data suggest that this desired goal was at least partially achieved. For example, a faculty member who developed an outstanding computerized gradebook program expressed interest in this area; several others indicated interest in areas in which they had published previously. These faculty will ideally serve as resource leaders when information-sharing networks are created in the near future.

The primary disadvantage of an interest survey relative to a needs assessment can be seen in responses to two survey items: "designing course syllabi" and "preparing course objectives," with only 17 and 16 percent of the faculty expressing interest in these areas. These two items identify fundamental elements of instructional design; in the author's opinion, it is probable that many more than 20 percent of the faculty could benefit from additional skill building in these areas.

With these limitations in mind, several findings having implications for the design of faculty development programs emerge from the present data. Most striking perhaps is the observation that faculty interests span a diverse array of topics. The most frequently selected item in the survey was chosen by 88 faculty members while the least frequently selected item was a reported interest of 23 faculty members. Depending upon your personal perspective as faculty developer, this finding can be interpreted in two ways—the bad news is that no single seminar or workshop is likely to interest more than half of this faculty group; the good news is that, if properly scheduled, an audience of 25 faculty members or more is likely for programs on any of 28 possible topics.

A host of major national reports¹ have recently identified the pressing need to teach critical thinking skills to undergraduate students. It was gratifying to learn that this concern was shared by 49 percent of the faculty respondents. This high level of interest was reported by faculty in each of the five major academic divisions. Data of this type will be used to support requests for funds (from both internal and external sources) to help faculty address this important educational problem.

"Getting started in publishing" received the second largest response, with faculty in the colleges of Social Science and Business and Public Adminis-

¹ Among them "Involvement In Learning: Realizing the Potential of American Higher Education" by a study group of the National Institute of Education, 1984; and, "Integrity in the College Curriculum: A Report to the Academic Community" by the Association of American Colleges, 1985.

tration expressing the greatest interest. This interest reflects faculty sensitivity to recent institutional pressures towards increased professional productivity. Historically, Southeast Missouri State University emphasized classroom teaching primarily; faculty development activities that assist individuals in publishing in professional journals is likely to attract great interest now.

Among faculty in the five primary colleges (i.e., with faculty in the library excluded from the present analysis), "improving classroom tests" interested between 21 and 45 percent of the respondents. Within these same groups, however, interest in the topic "understanding students' views about grades" ranged from 5 to 26 percent. The striking discrepancy in interest between the interrelated topics of testing and grading is difficult to interpret. For most faculty, classroom tests provide one, and often the only, basis for the assignment of course grades. Efforts to improve classroom tests, for either evaluative purposes or to enhance student learning are long overdue and sorely needed (see Milton, 1982; Milton and Eison, 1983 for a discussion of this important yet often overlooked function of classroom tests). The need for faculty to reexamine current grading practices has similarly been documented (Milton, Pollio, and Eison, 1986).

The topic "improving student speaking skills" was selected as a personal interest by 13 percent of the faculty in Science and Technology, by 11 percent in the Social Sciences, and by 7 percent in Business and Public Administration. One interpretation suggests that these faculty believe they are already doing an adequate job in this area (i.e., little additional help is needed). An alternative, and less optimistic, interpretation suggests that these faculty do not view improving student speaking skills as an important instructional goal.

Examination of Table 1 reveals the importance of recognizing inter-college differences in faculty interests. For example, "preparing quality overhead transparencies" and "preparing effective slides" were highly rated interest areas for faculty in Social Sciences (i.e., 49 and 43 percent respectively); these topics were not among the most frequently selected items by faculty in other colleges. Skill-building workshops in these two topic areas will thus be offered on a college-wide, rather than university-wide, basis. Similarly, a program on "using student feedback to improve instruction" might be designed especially for faculty in the Humanities. Altman (1986) offered ten practical hints for faculty developers. Among these he noted, "Do not assume that you know best what faculty need or want; your efforts may be in vain! . . . most faculty will feel free to stay away in droves from those activities which do not meet

their own perceived needs and interest." Special Interest Survey data will be used to insure the early scheduling of activities that address topics of greatest interest.

One final use of survey data should be described. Finding ways to announce seminars and programs is a common problem on most campuses; many faculty give only a cursory reading to regular news releases (eg., "This Week On Campus") or to form letters sent campus-wide. The data base provided by the survey will enable the Center for Teaching and Learning to send personal invitations to faculty members whenever workshops focus upon topic areas in which they have expressed interest. It is expected that personal invitations will receive greater attention, and elicit greater positive response than most memos or form letters.

CONCLUSIONS

The Special Interest Survey is a simple, inexpensive, and time-efficient method of assessing faculty development interests. Survey responses provided both a guide for future programming and a method of personalizing invitations to faculty workshops. In their own right survey data revealed several intriguing findings about faculty interests and concerns. Data collected in this fashion will be periodically updated with revised Special Interest Surveys.

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Faculty Satisfaction With Faculty Evaluation Procedures

Through the study reported here, the authors found that faculty satisfaction with evaluation procedures, and perhaps more specifically the avoidance of faculty dissatisfaction, is related to five procedures generally recommended for faculty evaluation systems.

By ROBERT DOLLAR and MARTHA MARTIN

IS THE USE OF certain recommended procedures for faculty evaluation related to faculty satisfaction? The purpose of this study was to assess the extent to which the use of seven procedures considered important in evaluating faculty was related to faculty satisfaction with evaluation in their own department.

A substantial body of literature concerning faculty evaluation has been developed in recent years; however, the preponderance of that literature is concerned with student evaluations of faculty performance. Researchers generally agree with Marsh (1984) that student evaluations are valid, reliable, useful, multi-dimensional, and potentially biased. Most authorities recommend that they be used in combination with other information and with appropriate caution (Costin, 1971; Miller, 1974; Seldin, 1975; Eble, 1970, Aleamoni, 1974; Rabalais, 1984).

Eble (1970) suggested several "common-sense" factors to be included in evaluation systems: 1) involving faculty in the adoption of evaluation systems, 2) informing faculty about uses of the results, 3) providing procedures for individual faculty to register complaints, 4) providing opportunities for private counseling about an individual's teaching. Miller (1974) argued that peers should participate in faculty evaluation, and that fair play and consistency require that evaluation of administrators be a part of the total process.

Results of studies concerning faculty satis-

faction with evaluation processes are scarce. Seldin (1975) reported that deans estimated that ninety-two percent of their faculty were satisfied with evaluation processes. Faculty, however, were not asked to confirm the accuracy of the estimates.

METHODS

From a population of 2,143, a random sample of 327 full-time faculty members was chosen from three campuses of a multi-campus midwestern university. A questionnaire was developed and mailed to the individuals comprising the sample. Seventy-five percent of the sample returned the questionnaires. Some respondents chose not to answer certain items; therefore, the usable responses ranged from 237 to 241.

Chi-Square analysis was used to test for statistically significant relationships. Cramer's phi prime was computed to estimate the strength of any relationships.

RESULTS

Table 1 summarizes the results for the five of seven comparisons that yielded statistically significant relationships between satisfaction and extent of use of procedure. The corresponding chi squares (3 degrees of freedom) were all large enough to reject the hypothesis of no association at better than the .01 level. The phi primes indicate relatively moderate to strong associations for data of this

TABLE 1
Relationship of Faculty Satisfaction/Dissatisfaction to the Extent of Use of Certain Evaluation Procedures

Extent of use	Satisfied Freq. %		Dissatisfied Freq. %		P _e	Chi Sq.	Phi prime
A. Participation in Planning Evaluation							
Great	45	29	6	7	21	40.69	.41
Some	68	44	23	27	38		
Very little	28	18	31	36	25		
Not at all	12	8	25	29	16		
Total	153	100 ^a	85	100	100		
B. Use of Student Ratings in Faculty Evaluation							
Great	15	16	22	26	20	16.17	.26
Some	99	64	32	37	54		
Very little	20	13	22	26	17		
Not at all	11	7	10	12	9		
Total	155	100	86	100	100		
C. Use of Departmental Faculty Evaluation Committee							
Great	57	37	15	18	30	15.41	.26
Some	40	26	16	19	24		
Very little	18	12	14	17	14		
Not at all	39	25	38	46	32		
Total	154	100	83	100	100		
D. Use of Formal Evaluation Procedures							
Great	31	20	8	9	16	20.35	.29
Some	56	36	16	19	30		
Very little	30	20	19	22	21		
Not at all	37	24	42	49	33		
Total	154	100	85	100	100		
E. Use of Individual Faculty Members' Objectives							
Great	25	16	3	4	12	45.81	.44
Some	71	46	17	20	37		
Very little	37	24	23	27	25		
Not at all	20	13	42	49	26		
Total	153	100	85	100	100		

^aPercents may not total 100 owing to rounding.

ly moderate to strong associations for data of this kind. Departure from chance may be seen by comparing row percents with the percent expected by chance (P_e , where the two-fold classification is collapsed).

In general, satisfaction was associated with greater use and dissatisfaction with minimal use or absence of a procedure. In each comparison, however, there was some inversion of this relationship, whereby some dissatisfied faculty indicated some or great use of a procedure and some satis-

fied indicated little or no use of the procedure. Presumably specific personal and situational influences underlie such interactions.

DISCUSSION

Faculty satisfaction with evaluation procedures, and perhaps more specifically the avoidance of faculty dissatisfaction, is related to five procedures generally recommended for faculty evaluation systems. Three of the procedures relate to the involvement of faculty in planning and conducting their evaluations. The other two call for formal rather than informal procedures including the use of student ratings.

The absence of a relationship between satisfaction and faculty participation in the evaluation of department chairs and administrators suggests a problem for further study. Fair play and consistency may logically justify faculty participation in evaluations of their administrators; however, such provisions do not seem to be related to faculty satisfaction. This finding suggests that the important factors affecting faculty satisfaction/dissatisfaction may be limited to a rather small sphere concerning work-related activities of faculty;

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The Bull's Eye Approach to Analyzing, Developing, and Implementing Training for Business and Industry®

The importance of being able to design for a company a system that will respond to its training needs has been an objective of the South Carolina Technical Education system since its inception in 1960. The authors describe how this is being done.

By PATRICIA GILL and HAROLD SUGGS

THE BULL'S EYE METHOD of developing long-term training for local businesses and industries began as an idea in 1983. It has now expanded to 8 companies with 400 people participating in various parts of the training. This represents some 20,000 hours of teaching and an ongoing program that will expand. The key to the success of this program has been the involvement of college personnel, company management, and hourly workers in the identification of training needs and customizing of the training program for each industry involved.

This article describes the history of the project, the method of identifying tasks, developing course outlines, and managing the training program as well as the benefits to the company and the colleges participating in long-term training projects.

HISTORY

Through the years the training programs requested by business and industry have been for obvious needs such as CPR, first aid, safety, or supervisory development. With the modernization of plants, the additions of new high technology equipment, and the need for the workers

to increase productivity and efficiency, there emerged a need to identify, in an organized manner, the changing training needs of these "modernized" companies.

In January of 1983 the following plan was suggested to the representative of a local industry by Harold Suggs, area industrial consultant for the South Carolina State Board of Technical and Comprehensive Education. He proposed that a training needs analysis be done for the company that would produce a listing of specific training requirements as well as the degree to which training was needed in each area of the company. From the training needs analysis, course outlines, training schedules, course materials, and instructors would be identified with the training being provided through a cooperative program between the industry, the college, and appropriate vendors.

The benefits to the company of such a program are that obscure as well as obvious training needs are identified, workers identify their training needs and the degree to which they feel that training is needed, commitment to the training is company-wide because of management's approval, and supervisors and workers are both involved in

the process. In addition, other benefits to the company are an increase in the self-esteem of the workers, improved efficiency and productivity, and a new partnership between workers, company, and the college as the college administers the entire program. The idea was approved by the company management, thus initiating the "Bull's Eye" training program.

METHOD OF IDENTIFYING TASKS

To identify tasks, the process known as DACUM (Developing A Curriculum) was adapted. This method was initially used by the Job Corps to identify basic job entry requirements and provided a quick means of defining specific training needs.

In adapting this process to industry, the first step was to identify clearly the job area to be analyzed. Job descriptions, titles, or specific areas of cross training provided a basis from which to proceed. A DACUM panel of supervisors and a second panel of workers were identified to participate in two, one-day sessions.

The supervisory staff participated in the first day, and their responsibility was to identify every position by title, list major responsibilities of each job title, determine tasks associated with each major area, and describe the theory and practical skills needed to perform the tasks.

Each identified major responsibility was described on a 8½-by-11-inch sheet of paper with the skills identified on smaller sheets of paper. This process continued until all major areas and associated skills were recorded (Figure 1). When the panel of hourly workers came in the second day, the chart from the previous day was reviewed, modified, and extended as appropriate.

The most important part of this second day was for the workers to identify their needs for training. Using the training needs scale of:

- 0 - No need for training
- 1 - Slight need for training
- 2 - Moderate need for training
- 3 - Significant need for training

The workers reached consensus on each task as they felt the current need for training (Figure 2).

In addition to the commitment from industry and the involvement of the personnel from the company, the college provided a trained facilitator and recorder to conduct the training needs analysis. The facilitator was responsible for identifying the jobs and skills using action verbs, obtaining consensus for each item listed, and stimulating discussion. In addition, the facilitator encouraged

the participants to work as a team, and directed them toward the goal of describing their training needs. The recorder was responsible for recording the information on the chart and assisting the facilitator in listening to insure that none of the items identified were lost because of extended discussions and debate among the participants. The college, in addition, provided refreshments

FIGURE 1

Task analysis for one section of a DACUM chart.

A. Use Basic Electrical Repair Equipment	A-1 Select the proper test equipment	A-2 Properly use VOM
	A-3 Set up and use oscilloscope and chart recorders	A-4 Properly use AMP meter
	A-5 Properly use phase rotation meter	A-6 Properly use megger to test insulation

FIGURE 2

Training needs scale for Operators (O) and Maintenance (M) in one plant.

A. Recognize Machinery and Equipment	A-1 Recognize the dangers of the machines 0 1 M 1	A-2 Operate motor controls for each machine 0 1 M 2
	A-3 Be familiar with photo electric devices 0 3 M 2	A-4 Recognize the manufacturing process at each point 0 2 M 0
	A-5 Recognize the flow of process 0 3 M 1	A-6 Communicate to appropriate personnel prob- lems on machines 0 2
	A-7 Follow proper start and stop sequence on machines 0 2	A-8 Insure support equipment is functioning properly (chip chains, convey- ors, etc.) 0 3 M 2

and a luncheon for the participants. This informal atmosphere added to the team building, open discussion, and exchange of job information between the facilitator and the participants.

When the chart was finished, a second meeting, designed to review the results and make any necessary changes, was held with all participants.

DEVELOPMENT OF COURSE OUTLINE

Using the major categories from the DACUM chart and all the tasks that were ranked "2" (moderate need for training) or "3" (significant need for training), a course outline was prepared. This outline presented the tasks identified in each major area in order of instructional sequencing, listing prerequisite skills first. The outline was expanded by content experts from the college and some of the company's supervisory staff.

The expanded course outline also included a suggested number of hours of instruction, instructional materials needed, and recommended instructors for each task (Figure 3). When the outline was presented to the company's management, starting dates for the training were developed with approximate dates for each training segment being identified.

This entire long-range plan was monitored by

a college employee who acted as a project director. The duties of the project director were to arrange facilities for each training session, schedule and employ instructors, review skills in relation to the entire program with the instructor, and insure that all instructional materials were available. The project director also kept accurate records of the progress of the training, evaluated each segment using student forms (Figure 4) and instructor evaluation, and communicated the results on a timely basis to the company's management.

The Bull's Eye training process was formalized in an agreement signed by the president of the college and management of the industry. This formal agreement was developed to improve communications by providing a vehicle for discussion and insuring that company representatives understood their role in the entire program (Figure 5). In addition, signing of the agreement provided an opportunity for the college to re-emphasize its mission of assisting local businesses and industries.

SUMMARY

The importance of being able to design for a company a system that will respond to its training needs has been an objective of the South Carolina

FIGURE 3
Course Outline Form

TOPICS	RATING		TIME	INSTRUCTOR	MATERIALS
	O	M			
4. Check welding leads, regulators, hoses, and bottles	3	1	Four (4) hours	HGT or OSHA	Demonstrate creative ways to describe correct and incorrect ways
5. Use proper safety for all rolling equipment	1	3	Two (2) hours	HGT or OSHA Local Fire Dept. Air Force Base	30 minute/45 minute film on safety of fork lift Insurance regulations Plant identification Emergency situation H ₂ O vs CO ₂ Movies, books, on hand demonstrations
6. Demonstrate ability to use safety in hazard material handling					
a. Safety precautions when working around (specifically welding) dip tank					
b. Gas					
II. PREVENTATIVE MAINTENANCE					
A. Methods					
1. Keep equipment and work area clean	2	1	One (1) hour	Plant Supervisors	Review personal evaluation Examples and pictures (8 x 10)
a. Safety					
b. Increased maintenance cost to company					

Technical Education system since its inception in 1960. However, earlier emphasis was placed on new and emerging industries. With the current industrial retooling climate, and the introduction of high technology, there is an added need to retrain the existing worker.

The Bull's Eye Training Needs Analysis has proved valuable to industry by identifying specific training needs, therefore, eliminating waste on

unnecessary training programs. It further identifies obscure as well as obvious training needs; obtains a commitment from the workers who will receive the training because they helped develop the training needs analysis; identifies accurately the degree of training needed by the very people who need the training; elevates the workers' skills, self-esteem and company worth through training sessions; improves the workers' efficiency and

FIGURE 4

EVALUATION QUESTIONNAIRE

Course Name: _____ Instructor: _____ Date: _____

As part of our continuing effort to evaluate and improve the quality of our Continuing Education Program, we ask you to complete this questionnaire. Since all responses to this questionnaire are treated in a confidential manner, you may feel free to make any comments you see fit. Please make any suggestions you have for improvement of this course or the addition of any new courses.

1 = Highest rating; superior
2 = Above average rating; good
3 = Average rating; adequate
4 = Below average rating; poor
5 = Unsatisfactory rating

On a scale of one to five, with one being the highest rating, evaluate the instructor and course in each of the following areas:

INSTRUCTOR

____ 1. The instructor was well organized.
____ 2. The instructor showed a command of the subject matter.
____ 3. The instructor showed ability to teach the subject.
____ 4. The instructor was helpful when students had difficulty.
____ 5. The class atmosphere was one in which students felt free to ask questions.

COURSE

____ 1. The content of the class reflected my expectations.
____ 2. The texts, materials and other resources were appropriate for the course.
____ 3. The objectives and the course requirements were made clear at the first class meeting.
____ 4. The objectives of the course were fulfilled.
____ 5. The amount of work was appropriate for this course.

Itemize any of the instructor's strong or weak points that you think should be mentioned.

Itemize any of the course's strong or weak points that you think should be mentioned.

Suggested recommendations for any future course(s) to be offered.

Read the following three questions carefully since the responses are slightly different from the above:

____ 1. The class met for the full amount of time scheduled (1) always; (2) most of the time; (3) half of the time; (4) some of the time; or (5) never.
____ 2. In your opinion, the course should be rated (1) excellent; (2) good; (3) average; (4) below average; or (5) unsatisfactory.
____ 3. In your opinion, the instructor should be rated (1) excellent; (2) good; or (3) average.

FIGURE 5
AGREEMENT
Between
THE COLLEGE AND THE COMPANY

THE COLLEGE AGREES TO:

1. Conduct the Bull's Eye Training Needs Analysis for the company.
2. With company assistance, develop the Course Outlines from the Bull's Eye Training Needs Analysis.
3. With company assistance, identify sources and instructors for subjects to be taught.
4. Coordinate all training efforts identified by the Bull's Eye Training Needs Analysis with the close assistance and cooperation of the assigned company representative.
5. With company assistance, identify time, date, location, instructors, and necessary material for all identified training programs.
6. Provide an accurate, up-to-date list of all students enrolled in each course.
7. With company assistance, provide an evaluation of all enrollees in training programs.

COST/PAYMENT

1. Company pays a basic fee for the Bull's Eye Training Needs Analysis. This would include: qualified coordinators, room for conducting analysis, typing of analysis, complete explanation of analysis, refreshments, lunch and travel for coordinators.
2. Cost for all training programs identified by the analysis will be based on a cost plus 15% basis. The fifteen percent charge will cover our indirect cost which includes our administrative expenses. Direct costs include: instructor's salary, (seminar, course, and vendor) textbooks, training equipment, travel expenses, and video tapes. Projectors, overheads, VCR, blackboard, and other general support materials will be provided at no cost.
3. Company will be billed at the conclusion of each course offered with payment within thirty days.

THE COLLEGE AND THE COMPANY AGREE:

1. That this agreement shall become effective March 11, 1985.
2. That this agreement must be reviewed and/or revised jointly.
3. That should either party wish to terminate the Agreement a thirty-day written notice will be given to the other party.

College President _____

Date _____

Dean of Continuing Education _____

Date _____

Company Chief Executive Officer _____

Date _____

productivity; and improves the company's efficiency, productivity, and quality control. In addition, the company benefits through the development of a long-term training relationship with the local college.

The commitment of the company can be measured by the amount of employee time devoted to the process. For each DACUM, the company has allocated one full day of supervisors' time and one full day of hourly workers' time. The DACUM panels vary in size, with six participants being the minimum and ten participants being the maximum. In addition, the company employees spend from two to five hours reviewing and revising the Bull Eye's training needs analysis and the course outline.

The commitment of the college in working with local industry can be measured by its use of staff time to develop and implement a training program and the identification of the project director to coordinate the long-term training program. The project director also develops a complete package, presented by the college to the industry, which contains a Bull's Eye Training Needs Analysis, an instructional outline of short term and long term training, the time frame for each training task, identification of instructor and material needed, approximate dates for all training sessions, and a signed agreement between the college and the industry.

The cooperative venture into industrial training now has been introduced to eight companies. A conservative estimate on the time needed to meet the long-term training needs is between three and four years with each of the companies. It is important during this time that the college remain involved and that the time frame developed is revised as needed for the companies. The position of project director is critical to the long-term project.

One success story that can be described at this time is that of a local company that recorded a loss of \$300,000 per month in late 1984 and early 1985. After completing the Bull's Eye process, initiating training, and making other administrative adjustments, in March of 1985 the company documented a profit.

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New Expectations of Academic Personnel Administration

While institutions of higher education have perceived themselves as collegial in nature, collegiality is being threatened when individuals turn to the courts for resolutions.

By HUGH THOMPSON

WITH FEWER STUDENTS and less funding, many colleges are experiencing some fiscal difficulties. When an academic discipline no longer attracts sufficient numbers of students, an institution may move to phase out a school, department, or program or to claim financial exigency. Any decision affecting personnel, especially tenured faculty members, can have grave legal implication. Even healthy institutions which deny reappointment, promotion, or tenure to a faculty member or move to dismiss administrative, technical, or clerical personnel may be exposed to litigation. Today, the citadel is under siege, and universities are having to deal with more and more personnel issues within the courts.

Federal, state, and local governmental agencies have tended not to regulate colleges and universities. The standards of behavior or rules of conduct have traditionally been left to the academic institutions to handle on an internal basis. Faculty have been and want to be involved in institutional decision making, but under adverse circumstances, many faculty members cannot or will not make decisions.

Although institutions of higher education have

long advocated the employment of the collegial model in decision making, there has been a shifting of responsibility from faculty to administrators to make decisions, especially those which are perceived to be extremely unpalatable or to affect adversely their colleagues. Also, most committees will not move quickly, or provide optional or alternate recommendations to difficult issues related to reduction, retrenchment, or reallocation. Even though institutions must operate on a twelve-month cycle, another factor which can exacerbate or impede decision-making is the faculty's contractual obligations for a nine- to ten-month period; thereby, causing a two- to three-month hiatus in arriving at decisions dependent upon faculty input during summer breaks.

While institutions of higher education have perceived themselves as collegial in nature, collegiality is being threatened when individuals turn to the courts for resolutions. Threats of litigation are having a negative effect on higher education, and institutions cannot possibly operate effectively and efficiently in an atmosphere of suspicion and distrust. Many of the governing rules and regulations of campuses have evolved through academic

customs, rather than through specifically enunciated governance policies. Some faculty handbooks have language which is vague and allows a great deal of self-interpretation. While these handbooks tend to deal with the faculty in a holistic manner, many individual teachers interpret the document within a "self-interest modality."

With faculty and staff developing litigious mentalities, the "old rules of academia" do not apply to today's institutions of higher learning. Many faculty members who are denied reappointment, promotion, and tenure resort to the courts for redress, and greater attention on the part of institutions must be given to these very important areas.

Colleges and universities must begin now to develop measures to protect their own interests. It is time that universities examine with care any document which is provided to faculty and staff and contains sections related to personnel matters. This examination should include a clear definition as to the responsibilities and obligations of both the institution and the individual as to codes of conduct and expectations. After having carefully defined the expectations of faculty, this information should be transmitted to them individually and collectively. Those institutions which have dealt or continue to deal with personnel matters in a slipshod fashion and have relied primarily or solely on global communications, which may be misinterpreted by a given faculty member, are apt to be exposed to more and more liability suits.

All internal procedures dealing with faculty personnel matters should be developed to encourage resolution of problems so that they may withstand court scrutiny if a lawsuit should arise. Fair, impartial, and objective grievance systems and a method of providing meaningful written statements on personnel decisions should be in place on every college campus. Universities and colleges must develop carefully designed personnel systems or procedures which protect both the institution and an individual. Since employment decisions are no longer beyond traditional inquiry, institutions with well defined internal procedural mechanisms and checks and balances for personnel actions will face litigation far less than those colleges and universities which operate in a reactive manner.

With a pervasive litigious mentality among members of our American society, including our bastions of higher learning, no longer can institutions function as they have in the past. Today, it has become very important for academic administrators to meet periodically with each individual under their purview to discuss annual goals, objectives, and expectations of performance along with timetables for each. Once there has been a mutual agreement reached on goals and expectations, a

review session on the attainment of objectives should be held quarterly.

The evaluative process in today's world of academe mandates that personnel file jackets contain written documentation as to an individual's performance. If this documentation is not contained in an individual's personnel jacket, a lawsuit would certainly bring administrators, members of faculty committees, and others into a courtroom for testimony. Even with documentation, many persons could well be asked to appear before a jury.

Committees involved in making recommendations about specific promotion and tenure cases should be presented the written criteria which delineates those weighted items required for promotion to each professorial rank and for tenure decisions. After each individual of the committee has read the guidelines, the criteria should be discussed at a meeting so there is no misunderstanding about how each case will be judged. Committee members should be admonished to consider only the criteria in making their recommendations and attempt to be neutral and objective in their deliberations in order for any recommendations to be credible . . . keeping in mind the committee's recommendations may be subjected to court scrutiny.

The typical college administrator has come to rely more and more on legal counsel. Almost every institution of higher education has some form of paid legal counsel. Some have full time staff. Even at those institutions with a full time complement of legal counsel, outside lawyers are often retained to deal with those issues which do not recur with any degree of frequency. It behooves most administrators to check with legal counsel before finalizing any personnel decision, especially when there may be a threat of litigation. Additionally, counsel should provide legal planning to institutions to assist in the prevention of potential law suits.

Faculty members have contractual relationships with institutions, and these contractual relationships can be enforced if the contract is breached. The contract model of governance is typical of collective bargaining and, in many respects, is not compatible with the collegial model of governance. This contractual model can create greater adversarial relationships on the parts of constituent bodies in higher education. However, the participatory model still has a great deal of merit, and institutions should proceed to develop grievance procedures and other modalities of internal resolution for personnel disputes regardless of the model which is intact.

In summary, recommendations for college administrators to consider are:

In summary, recommendations for college administrators to consider are:

1. Establish a standing or ad hoc Committee on Human Resources whose purpose is to articulate well-defined institutional policies on personnel, including professional maintenance, development, and outplacement.

2. Have administration and faculty review all documents that pertain to personnel matters. Where appropriate ask administration and faculty to draft new documents.

3. Have legal counsel review existing and newly drafted documents and procedures.

4. Implement internal personnel procedures which will protect the institution and the individual faculty or staff member in terms of bringing neutrality, objectivity, and credibility into personnel decision-making.

5. If a faculty or staff member is performing unsatisfactorily, he or she should be informed verbally and in writing. The written documentation should be placed in the personnel folders.

6. Committees making recommendations about individual reappointment, promotion, and tenure cases should read the written sections in the faculty handbook which delineates those factors which are required for reappointment, tenure, and promotion to each professorial level.

The committee should convene and discuss the criteria so there is absolute clarity as to how each case will be judged.

7. Employ or utilize the services of a legal counsel who has expertise in personnel matters related to higher education with the understanding that he or she will be the instrumentality to preventative litigation.

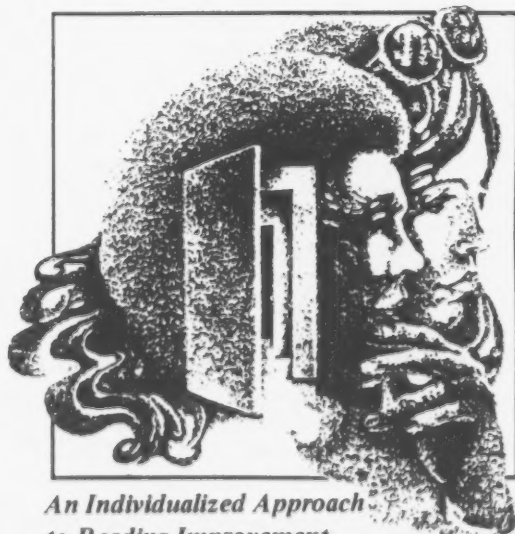
8. Counsel should identify, define, and provide options for resolving potential legal problems and should sensitize board members and administrators to legal issues and the importance for resolving problems before they surface for resolution in the courtroom.

9. Institutions should consider a half- or full-time person working with the chief academic officer, other educational administrators, and faculty to implement and monitor established policies and procedures related to academic personnel matters; e.g., an Associate Dean for Academic Personnel.

10. Workshops on personnel policies and procedures should be conducted for all individuals who have to make decisions related to personnel.

HUGH THOMPSON is the Chancellor of Indiana University at Kokomo.

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News From the NCSD President

Third Traverse City Conference was another success; membership development continues; the search for new state representatives, and other news from the President.

By STEVE MAIER

The third Traverse City Conference was another success for NCSD and, I think, for the profession as a whole. We joined forces with the American Association of Women in Community and Junior Colleges (AAWCJC); the National Community College Hispanic Council (NCHC); the National Council of Instructional Administrators (NCIA); and the National Council on Black American Affairs (NCBAA). Our council provided the leadership in bringing these organizations together in what may be the first of many such collaborative efforts.

Through the sharing of ideas, talents, and resources, we were able to address the issues of access, assessment, and developmental education. Position papers are being finalized and we hope they will be forwarded to the AACJC Board this fall. Through the leadership of Past President John Keyser, various drafts and other publications should emerge. Thanks also go to Lonnie Kerr and George Miller, President of Northwestern Michigan College, for their generous support.

Once again ACT was our major resource in Traverse City. Their grant provided the foundation we needed to move ahead with the project. Their talented staff helped us put together the conference and they were strong participants during the entire

process.

ACT is continuing to work with us through a series of seminars to be offered next spring. Bill Lindemann from Central Oregon Community College has developed the seminar titled "Two-Year Colleges: Integrated Systems Approach to Student and Institutional Success." These seminars will be held as follows: February 4, San Francisco; February 24, Atlanta; March 10, Philadelphia; April 7, St. Louis. Please consider attending.

Linda Dayton is chairing a major League for Innovation project to develop a statement on student development in the community college as it relates to student success. NCSD is a partner with ACPA and NASPA in producing the conference which will culminate this effort, July 12-15 in Kansas City.

Membership development continues to be a major task, especially for you regional and state representatives. Jon Carnahan at Linn-Benton Community College is our new Vice-Chair for membership. Jon will be contacting you to implement our recruitment plan. You should also have received the 1986-87 membership booklet from Walt Bumphus at Howard Community College in Maryland. Let's bring in all of your state colleagues.

Remember that as part of our membership we receive the *Journal of Staff, Program, and Organization Development*. We

also have an edition as our publication. Please write some articles for the *Journal* which can be an effective communication tool for our profession. For more information, contact JoAnna Michelich at Central Arizona College.

Available this fall are the new CAS Standards and Guidelines for Student Services/Development Programs. The CAS Standards are the result of a great deal of work by Chick Dassance over the years. NCSD has been a member of the council since 1979 and Chick has represented us well. Copies went to all Regional and State Representatives. If you would like to have a copy, let me know.

Walt Bumphus is in the process of formulating our presentations at the AACJC Conference in Dallas next April. If you have ideas or presentations, contact Walt in the next couple of weeks. We hope to have several presentations.

Several state and regional representatives have left us as they have moved into new positions. I may be contacting you for replacement nominations. Some replacements have already been made, thanks to your help. Arlene Jorgensen, Region IX Coordinator, has brought in Deborah Garrett from Mohave Community College as our Arizona Representative. From Nevada, Jackie Kirkland is a new representative. Thank you Arlene and welcome Deborah and Jackie.

I am now looking for state representatives from Maine, New Hampshire, Vermont, Virgin Islands, Massachusetts, Delaware, Virginia, West Virginia, Mississippi, South Carolina, Arkansas, Louisiana, Oklahoma, and South Dakota. In addition, we need a new Regional Representative from Region VIII. Your suggestions and nominations will be appreciated.

This year we have the opportunity to nominate a candidate for the AACJC Board. We have been working with the National

Council of Instructional Administrators with one of us nominating a candidate on alternate years. Our candidate this coming year is past NCSD President, John Keyser. John is President of Clackamas Community College in Oregon. Through his leadership, NCSD has moved to the forefront of the AACJC councils. John is one of the new leaders of our profession and I believe that it is appropriate that he is our candidate. As we move toward the election, your help will be re-

quested. Please do all you can to have an NCSD member on the AACJC Board.

Finally, we have begun planning for our annual Mastery Leadership Colloquium to be held July 20-23 in Traverse City, Michigan. This year's topic will be the integration of instruction and student development. Details will follow as the program is finalized.

STEVE MAIER is President of NCSD.

PRESCRIPTIONS

Creating Discomfort as a Staff Development Goal

While the stakes for the staff developer seem high when implementing this prescription, they are even higher for the institution if it wishes to continue to serve educational functions.

By DUANE D. ANDERSON

The staff development function in community colleges finds itself on the horns of a serious dilemma. On the one hand there is a call for improving the quality of instruction, a search for excellence, and a commitment to student success, which nearly everyone knows rests most heavily on the development of an effective staff development program. While on the other hand, as financial resources are diminished and priorities are determined, the most likely item to be reduced is . . . you guessed it, staff development.

Community colleges are not

only faced with staff that have been in service for a long period of time, are experiencing "burn-out," and are overworked and underpaid; but also are finding their replacements coming to the college to be lacking the commitment to work with average and below average students, more dedicated to their discipline than to the "mission" of the community college and much more "calculative" than "morally" involved in the institution. These two diametrically opposed issues will not be solved by money alone and will require the staff developer to take risks that have not been a part of his or her job description in the past.

Situation

Internal and external audits and long range planning activities have revealed that substantial amounts of the dwindling supply of financial resources are being expended on items that do not seem to be directly related to the "student success" mission of the community college. While many of these discoveries fall into areas outside staff development activities, there are categories of concern for this activity. One of the categories of these expenditures includes such things as travel, faculty leaves, sabbaticals, conferences, meetings, and "so called" staff development activities. When in-

ternal auditors, boards of trustees, and long range planners attempt cost/benefit analysis of these activities, the benefit side of the equation becomes very difficult to identify with certainty. Boards and administrators are asking, "What are we accomplishing by this activity?" and the answers have not been forthcoming. Budgets for staff development activities have been reduced, personnel have been reassigned, and an overall diminishing of effort in the staff development area has been noticed.

Diagnosis

It would appear that authorization to expend funds for these non-defendable purposes has not been based on institutional needs identified to further its "mission," but rather on tradition, "add to" budgeting, or just plain politics. In many instances the expenditure of these funds not only fail to relate positively to the "student success" mission of the college, but actually increase the dissonance between the staff members' performance and the institutional goals.

Some activities encourage staff to be more elitist than egalitarian, encourage them to spend time on things other than helping students to grow and develop, encourage them to want to teach *only* university-type students and make being away from the institution and the interaction with students more enjoyable and rewarding than by being with them.

Others of these "Staff Development" activities, while not directly antithetical to institutional mission, seem to serve as an "opiate" and build a false sense of well-being that assures that nothing will be done to change conditions because the conditions are no longer part of the institution's consciousness.

Prescription

This is one of the most difficult prescriptions this column has suggested because it places the staff developer in an extremely vulnerable position. The first part of the prescription involves making an attempt to change the organization's attitude (philosophy) from one of viewing funds spent for staff development as "fringe benefits" to that of "investments."

It may be that our more "humanistic" approach has actually hindered our effectiveness when compared to the manner in which "training" departments in the private sector view expenditures of funds for this purpose. If there are activities which faculty feel are fringe benefit rights that they have earned or bargained for, these should be so identified and might be continued with that understanding of their purpose.

On the other hand, if the institution is serious about making "investments" in its future ability to perform its assigned and accepted functions, it must take a different approach to staff development. This part of the prescription involves identifying the "real" needs of the institution and finding strategies to overcome the problems of burn-out, obsolescence, incompatible values, etc.

The second part of the prescription deals with those programs currently serving as "opiates" and is much more delicate and difficult to handle. Many of the speakers, consultants, and experts providing staff development workshops for community colleges across the nation have become "experts" in reading the environment and lulling the staff even further into a false sense of well-being by telling them exactly what it is faculty want to hear. These people are able to identify what the faculty are doing and con-

vince them that what they are doing is exactly right.

These very successful performers are given rave reviews by their audiences and high praise from those of you who booked them. They are very careful not to cause discomfort to their audience and are masters at making sure nothing is said to irritate or inconvenience anyone.

The difference between a performer and an educator may well rest on this very point. In order to bring about change, the individual or the institution must feel some discomfort with the present situation in order to develop enough momentum to bring about a change. An analogy might be that "every oyster has the capacity to produce a valuable pearl, however, only those that are 'irritated' by a grain of sand actually do it."

You see the difficulty and the delicacy of selecting speakers at your staff development activities that will actually "irritate" the audience in an attempt to cause the discomfort that is necessary to bring about change. We all realize that a person can cause one to question his own behavior and cause a state of discomfort, at least philosophically, without being an irritating person. The price you may have to pay to accomplish this staff development goal may be high indeed, so make sure that your chief executive officer understands your purpose and is willing to support your efforts.

While the stakes may seem high for you as an individual, I believe they are even higher for the institution if it wishes to continue to serve the functions for which it was designed.

Reactions to this regular feature are invited by Dr. DUANE D. ANDERSON, Director of the Office of Community College Affairs, N491 Lindquist Center, University of Iowa, Iowa City, Iowa 52242.



The *Journal of Staff, Program, and Organization Development* is published quarterly as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

To fulfill this purpose, the *Journal* seeks to publish both articles and descriptions of exemplary practices related to staff, faculty, management, program, and organizational development and evaluation. Although oriented primarily to the interests of the practitioner, the *Journal* invites theoretical "think pieces" as well as readable summaries of research that have practical implications for staff, program, or organizational development. The *Journal* is also interested in publishing information about resource development and personnel practices that facilitate and support staff, program, or organizational development.

THE REVIEW PROCESS

Manuscripts will be acknowledged upon receipt. Normally, following an initial review by the Editor, manuscripts will be sent to at least two members of the Editorial Board. Manuscripts which include statistical studies or research models receive additional review by a Research Editor.

At the present time, the *Journal* is not accepting book reviews, reviews of educational materials, interviews or dialogues, articles promoting a commercial service or product, descriptions of programs or projects not yet implemented, or articles extremely technical in nature.

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3. Include an abstract of the manuscript not to exceed 100 words.
4. Double-space the entire manuscript including references, quotations, tables, and figures.
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6. Give the manuscript a short, informative title.

7. Use headings and subheadings to divide the manuscript into meaningful sections. Type major headings in all capital letters and center. Type subheadings in capital and lower case letters flush with the left margin.

8. Number all pages consecutively. Do not place your name on any of these pages.

9. Type references in alphabetical order by the author's last name.

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11. Use the *Publication Manual* of the American Psychology Association to answer any questions of style and form not covered here.

12. Do not submit material that has been published previously or that is under consideration for publication elsewhere.

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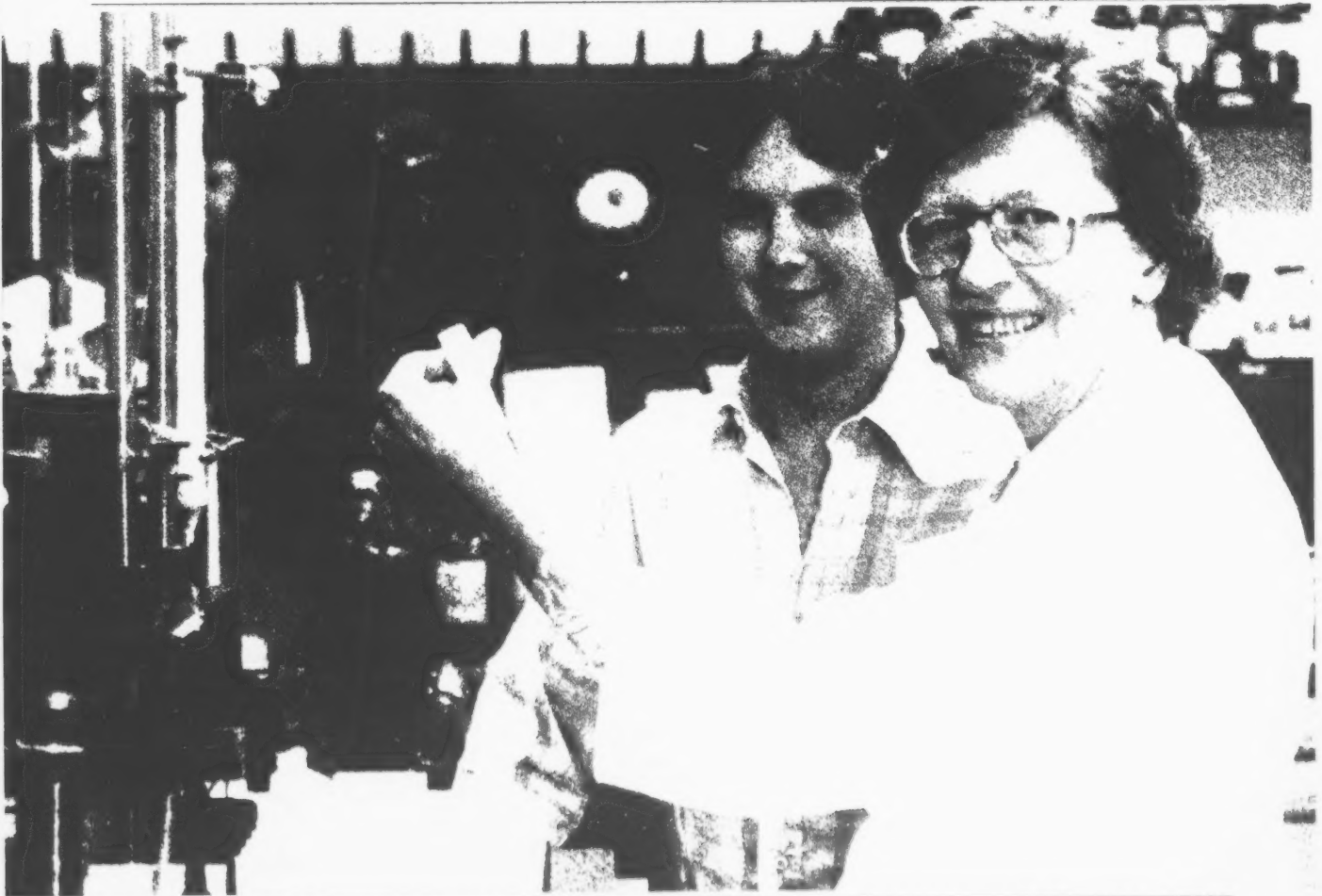
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FACULTY EXCHANGES AS A MEANS OF RENEWAL & DEVELOPMENT – Page 99

The JOURNAL of STAFF, PROGRAM & ORGANIZATION DEVELOPMENT

... a different view of higher education's most valuable resource.

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The Journal of Staff, Program & Organization Development and the following Affiliate Organizations agree to support scholarly study, communication, and progress within the fields of staff, program, and organization development and to promote and further the fields as integral and necessary components of institutions of higher education.

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A Newsletter Dedicated to the Improvement of Instruction in American and Canadian Schools and Colleges

Administrative Action

FOR: Superintendents, College Presidents, Principals, Boards of Education, Deans & Vice Presidents of Instruction,
College Trustees, Division & Department Chairpersons, Quality Faculty.

VOLUME 1, EDITION 1

SEPTEMBER 1986

GOALS FOR THIS NEWSLETTER

Quality Instruction in Every Classroom!

We invite you to become
charte... ers of a readers.

THE NEWSLETTER

"Quality instruction in every classroom!" That's the ultimate purpose for this new publication as stated by its editor, Dr. Hans A. Andrews, Dean of Instruction for Illinois Valley Community College, who invites all educators responsible for the tough personnel management decisions facing us in the 1980s and beyond to become involved with a new and exciting ADMINISTRATIVE ACTION newsletter.

Dedicated to a better understanding of faculty evaluation, merit recognition programs, and hiring practices in education, this newsletter will present material in a pragmatic and useful manner for educational administrators, governing board personnel, and those quality faculty members who are dedicated to upgrading their profession.

An initial goal of the ADMINISTRATIVE ACTION newsletter is to examine administrative evaluation of faculty and demonstrate how research and experience have revealed it to be the only effective evaluation system for "upgrading" and/or "riding" the teaching profession of its poor and incompetent members.

A second goal of the newsletter is to help department and division chairpersons become more effective in their number one responsibility of personnel management!

A third goal is to demonstrate the importance of recognition systems for faculty members who are so often neglected in the educational reform movement of the late 1980s.

A fourth goal of this newsletter is to assist top administration and governing boards throughout education to understand their crucial role in hiring, evaluation, promotion, reward, and/or dismissal. The need for clearly developed board policies and administrative procedures is presented beginning with the very first issue of September 1986 and continues through six bimonthly issues each year.

Finally, the myths of tenure and academic freedom will form a basis for a series of articles for readers.

"Your response, reaction, and contributions," states Dr. Andrews, "will be welcomed. Won't you join us as we walk hand-in-hand for quality teaching in every American and Canadian classroom!"

'86-'87 ISSUES

UPCOMING ISSUE THEMES:

SEPTEMBER 1986: *Premiere Issue, Insights for Education Administrators*

NOVEMBER 1986: *The Myths of Tenure and Faculty Unions in the Evaluation Formula*

JANUARY 1987: *The "Notice to Remedy" in Faculty Development or Dismissal*

MARCH 1987: *Board Policies in Evaluation . . . Leads to "Team" Development and Responsible Action and Support*

MAY 1987: *Recognition in Education . . . Reversing Neglect of Competence in the Classroom*

JULY 1987: *"Landmark Decisions" and Follow-up Court Decisions*

IN EACH ISSUE:

Reports of innovative practices in high schools and colleges over the U.S. and Canada

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Using an Objective Observation System to Diagnose Teaching Problems

One-to-one consultation is probably the most effective method employed at the University of Texas at Austin Center for Teaching Effectiveness to instill long-term changes in the teaching techniques of individual faculty members. It is supported with a thorough in-class observation system.

By KARRON G. LEWIS

AT THE CENTER for Teaching Effectiveness (CTE), The University of Texas at Austin, one-to-one consultation is probably the most effective method we have to instill long-term changes in the teaching techniques of individual faculty members. The CTE staff members have been trained in objective observation techniques and are skilled in the analysis of teacher-student interactions which take place during a class session. They are also skilled in the analysis of course materials and typically provide feedback to each instructor concerning the effectiveness of the handouts, exams, etc. used in the course.

THE CONSULTATION PROCESS

Pre-Observation Conference

When first contacted by a faculty member a pre-observation conference is scheduled. The faculty member is asked to bring texts, their current syllabus, past exams, etc. to help the consultant

get an idea of the content and cognitive level of the course. Copies of past student evaluations are also requested to provide some idea of how the students have felt about the course and instructor in the past.

During the pre-observation conference the consultant and faculty member discuss the concerns and questions which made the faculty member seek assistance. This is also a time for the consultant to get to know the faculty member and vice versa. At the end of this conference, the consultant and faculty member will decide on a time for the in-class observations to occur.

In-Class Observations

Normally three in-class observations are made before the consultant will discuss these observations with the faculty member. This allows the consultant to make sure the observations were representative of the normal teaching process (i.e., only one observation might fall on a "bad day").

During the first observation the consultant typically takes notes as if he or she were a student to determine the pace of the lecture, the organization and clarity of the material presented, etc. A general observation form is also filled out during this class session (see Figure 1) to provide information about the faculty member's teaching style, the type classroom, and the attentiveness and characteristics of the students.

Using the Cognitive Interaction Analysis System (CIAS)

Coding the verbal interactions. During the second and third observations the consultant codes the verbal interactions which take place using the *Cognitive Interaction Analysis System* (CIAS). The basic ten categories for this system were developed by Glenn Ross Johnson at Texas

A&M University. The subcategories were added by the Center staff at The University of Texas at Austin to provide greater depth and more specificity to our descriptions of what happened in the classroom. Though originally added for a research study, our staff has continued to use them because we have found that faculty members appreciate the added detail. The categories for this system are shown in Figure 2.

In using this system, one category is recorded every three (3) seconds or whenever a change in the interaction occurs, whichever comes first.

FIGURE 1
Observation form for first classroom visit.

Center for Teaching Effectiveness
Classroom Observation Form

Instructor _____ Observer _____ Date _____

1. **THE COURSE:** Number _____ Title: _____
Meeting time: _____
2. **LEVEL:** _____ Freshman _____ Sophomore _____ Junior _____
_____ Senior _____ Graduate
3. **CLASS:** No. Students _____ Description of room _____
Where students sit: _____
4. **SUBJECT FOR THE HOUR:** _____
5. **METHOD:** _____
6. **THE INSTRUCTOR:**
Speaking style:

Use of Movement/Gestures:

Use of Media:

Enthusiasm:

Handouts:
7. **THE STUDENTS:**
Attentiveness (beginning vs. end):

Questions:

Evidence of Understanding:

Notetaking:
8. **GENERAL COMMENTS:**

FIGURE 2
Expanded CIAS CATEGORIES

1. Accepting Student Attitudes
1h — Use of Humor
2. Positive Reinforcement
2f — Affective Instructor Comments
3. Repeating a Student Response
3f — Giving Corrective Feedback
3b — Building on a Student Response
4. Asking Questions
4c — Knowledge/Comprehension Level
4e — Application (Example) Level
4a — Analysis Level
4y — Synthesis Level
4j — Evaluation (Judgement) Level
4f — Affective Questions
4s — Process or Structure Questions
4r — Rhetorical Questions
4p — Probing Questions
5. Lecturing
5v — Simultaneous Visual & Verbal Presentation
5e — Using Examples/Analogies
5r — Reviewing
5x — Answering a Student Question
5m — Mumbling
5t — Reading Verbatim from Text/Overhead/Board/Slide
6. Providing Cues
6m — Focusing on Main Points
6d — Giving Directions
6c — Calling on a Student
6s — Giving Assignments/Process
6v — Cues with Visual Presentation
7. Criticism of Student Answer/Behavior
8. Cognitive Student Talk
8c-8j — Answers to Teacher Questions
8n — Student Doesn't Know Answer
8q — Student Question
8h — Student Laughter
8g — Students Working in Groups
8l — Students Working individually
9. Non-cognitive Student Talk
0. Silence
0b — Writing on Board/Overhead w/o Talking
0m — Mumbling (a general low roar)
0l — Listening/Watching

FIGURE 3
Sample CIAS Coding Sheet

IA Observation Form
Center for Teaching Effectiveness

Instructor: _____ Date: _____ Class: _____
No. Students: 22

Time: 9:04 Topic: Handing papers

<u>0</u>	<u>4s</u>	<u>4s</u>	<u>0</u>	<u>4s</u>
<u>6s</u>	<u>4s</u>	<u>4s</u>	<u>4s</u>	<u>4s</u>
<u>6s</u>	<u>0m</u>	<u>4s</u>	<u>4s</u>	<u>4s</u>
<u>0m</u>	<u>0m</u>	<u>4s</u>	<u>8s</u>	<u>0m</u>
<u>6s</u>	<u>4s</u>	<u>4s</u>	<u>0</u>	<u>0m</u>
<u>4s</u>	<u>4s</u>	<u>0m</u>	<u>4s</u>	<u>4s</u>
<u>0m</u>	<u>4s</u>	<u>4s</u>	<u>4s</u>	<u>4s</u>
<u>4s</u>	<u>4s</u>	<u>0m</u>	<u>4s</u>	<u>2f</u>

Time: 9:06 Topic: (same)

<u>4s</u>	<u>4s</u>	<u>0m</u>	<u>6</u>	<u>6</u>
<u>4s</u>	<u>4s</u>	<u>6s</u>	<u>6</u>	<u>6</u>
<u>4s</u>	<u>0m</u>	<u>6s</u>	<u>0m</u>	<u>6</u>
<u>4s</u>	<u>0m</u>	<u>6</u>	<u>7</u>	<u>6</u>
<u>4s</u>	<u>8</u>	<u>6</u>	<u>7</u>	<u>0</u>
<u>0m</u>	<u>4s</u>	<u>6</u>	<u>7</u>	<u>0</u>
<u>0m</u>	<u>8</u>	<u>6</u>	<u>6</u>	<u>6</u>
<u>4s</u>	<u>4s</u>	<u>6</u>	<u>6</u>	<u>0</u>

Time: 9:09 Topic: giving handouts

<u>0</u>	<u>6s</u>	<u>0</u>	<u>6s</u>	<u>5t</u>
<u>0</u>	<u>6s</u>	<u>5</u>	<u>5t</u>	<u>5</u>
<u>0</u>	<u>6s</u>	<u>5</u>	<u>5t</u>	<u>5</u>
<u>0</u>	<u>6s</u>	<u>5</u>	<u>5t</u>	<u>5</u>
<u>0</u>	<u>6</u>	<u>5</u>	<u>5t</u>	<u>5</u>
<u>6d</u>	<u>0</u>	<u>5</u>	<u>5t</u>	<u>5</u>
<u>0</u>	<u>0</u>	<u>5</u>	<u>5t</u>	<u>5</u>
<u>0</u>	<u>0</u>	<u>6s</u>	<u>5t</u>	<u>5</u>

to top of next column

Time: 9:12 Topic: Going over assign.

<u>5</u>	<u>5r</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5r</u>	<u>5</u>	<u>5</u>	<u>6m</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>6m</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5r</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5r</u>
<u>5r</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5r</u>

Time: 9:14 Topic: Prob. w/original

<u>5</u>	<u>5</u>	<u>5</u>	<u>6d</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>4r</u>	<u>5t</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>4r</u>	<u>5t</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5t</u>	<u>5</u>

Time: 9:16 Topic: (same)

<u>5</u>	<u>5</u>	<u>5v</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>5v</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>5v</u>	<u>4s</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>5v</u>	<u>4s</u>	<u>5</u>
<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5v</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5v</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>5</u>	<u>5v</u>	<u>5</u>	<u>5</u>	<u>5</u>

Comments: Really could ask more questions. Students seem like they
would enjoy participating more. Examples of the types of communication
being discussed would help students understand the nuances of the forms.

Thus, each block of codes on the coding sheet (see sample Coding Sheet in Figure 3) represents approximately 2 minutes of class time. When reading or analyzing these codes you read down each column of numbers in each "block" and then go to the block below it; as illustrated by the arrows on the sample coding sheet. These codes can then tell us the sequence of verbal interactions which took place during the class session. Several typical category sequences are described below.

Sequence	Comment
6s	This sequence indicates that the instructor
6s	began by giving the students an assignment
6d	(6s) or indicated a procedure which they
6d	should follow in completing an assignment.
6	Directions for completing this process were
6c	then given (6d). The instructor then told
8q	the students what they were going to be
	covering that day in the lecture (6). This
	is followed by the instructor calling on a
	student (6c) who then asks a question (8q).
4a	In this sequence, the instructor asks a
4a	question which would be classified as being
0	at the Analysis level (4a). The question is
0	then followed by six seconds of silence, or
8a	"think time" (0), and finally, the question
	is answered by a student (8a).
8q	When the students ask a question, it is
8q	recorded as 8q. The instructor's answer to
5x	that question is recorded as 5x. This pro-
5x	vides information as to whether the instruc-
	tor is spending adequate time or too much
	time in answering each student's question.
4e	This sequence shows that the instructor
4e	asked a question at the Application level
8e	(4e) and it was answered by a student (8e).
8e	It took the student nine seconds to answer
8e	the question. This is typical for a higher
2	level question. The instructor then praised
3	the student's answer (i.e. "That's right,
3b	Joe."), repeated the student's answer so
	the rest of the class could hear it, and then
	used the student's answer to explain the
	concept further (3b).

Putting the Data in a Matrix. After the observation data have been collected, the numerals recorded are paired (as illustrated in Figure 4) and recorded in a 16 x 16 matrix. (Since it would be very difficult to create and analyze a 49 x 49 matrix, the categories are collapsed back into the original 10 categories plus 6 additional categories which tend to effect classroom climate.) The first numeral of each pair of numbers (codes) designates the row while the second numeral of the same pair designates the column. A tally for a pair appears on the matrix where that row and column intersect; e.g. a tally in the 3-6 cell means a 3 was followed by a 6—see Figure 5. The last numeral of the previous pair is then combined

with the next numeral to form the next pair. After entering tallies for all of the number pairs, the number of tallies in each cell of the matrix indicate how many times that particular interaction sequence occurred during the observation. For example, if you have 15 tallies in the 4-8 cell, that tells you that there were 15 times when the instructor asked a question and a student answered immediately—with no silent "think/wait time" in between.

FIGURE 4
Pairing #s for Entry Into Matrix.

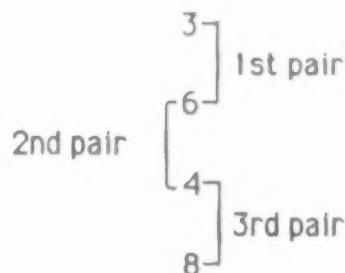
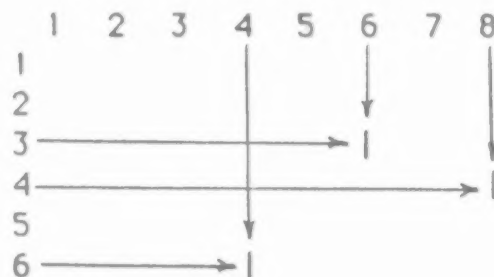


FIGURE 5
Tallies Entered in Matrix Cells.



If this sounds like way too much trouble, it is!—If you do it by hand. Luckily, we have a computer program (currently for the Apple II+) in which you only have to enter the numbers as you see them on your coding form; they do not have to be paired and the computer prints out a matrix like that shown in Figure 6.

Analysis of data in the matrix. It is recommended that you use a clockwise flow when analyzing the actual data appearing in the cells of the matrix. To find a pattern where an instructor asks a question, the student responds to the question, and the teacher provides positive reinforcement, one would look across row four (4) to its inter-

section with column eight (8)—in Figure 6 the number in this cell is 12. This number tells us that a student immediately responded to twelve of the instructor's questions. Moving down column eight (8) to the intersection of row eight (8), we find that the student's answers frequently lasted more than three seconds—there are 36 tallies in cell 8-8. This is often an indication that the questions being asked were at higher cognitive levels. Now look across row eight to the left until you reach column two (2). The number in this cell (8-2)

tells us that the instructor positively reinforced seven of the students' answers.

Another key cell is the 4-10 cell which indicates how many times the instructor left "wait-time" after asking a question to give the students time to think of an answer. If this number is quite a bit lower than the 4-8 cell then look at the 4-5 cell to determine whether the instructor is inclined to answer his or her own questions. Though the instructor in the sample matrix frequently left "wait time" (4-10 cell), it was usually followed

FIGURE 6
Sample CIAS matrix.

INTERACTION ANALYSIS																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2/	0	4	4	2	9	0	0	2	0	0	0	0	0	0	0	0
3/	0	2	7	2	2	0	0	1	0	0	0	0	0	0	0	0
4/	0	1	0	35	8	0	1	12	0	10	0	0	9	0	0	0
5/	0	6	0	18	767	23	1	0	0	3	0	1	1	6	0	0
6/	0	0	0	3	17	56	0	0	0	12	0	0	0	1	0	0
7/	0	0	0	0	1	1	3	1	0	0	0	0	0	0	0	0
8/	0	7	3	3	3	0	0	36	0	1	0	0	0	0	0	0
9/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10/	0	0	0	9	7	9	1	1	0	32	0	0	0	0	0	0
11/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12/	0	0	0	0	3	0	0	0	0	0	0	11	0	1	0	0
13/	0	1	0	3	6	0	0	0	0	0	0	0	8	0	0	0
14/	0	0	0	1	3	0	0	0	0	1	0	3	0	25	0	0
15/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
sum	0	21	14	76	826	89	6	53	0	59	0	15	18	33	0	0
%	0	1.7	1.2	6.3	68.3	7.4	.5	4.4	0	4.9	0	1.2	1.5	2.7	0	0

TOTAL ENTRIES:	1210
%TT:	86.529
%ST:	5.868
%PSSR:	61.972
%TSSR:	84.336
%ID:	.106

Matrix Categories

1. Accepting student attitudes
2. Positive reinforcement
3. Repeating student response
4. Questions
5. Lecture
6. Cues/directions
7. Criticism
8. Cognitive student talk

9. Non-cognitive student talk
10. Silence
11. Humor (1h)
12. Visual & verbal presentation (5v)
13. Student questions (8q)
14. Writing on board w/o talking (Ob)
15. Students working in groups (8g)
16. Students working individually (8i)

by another question (10-4 cell), an explanation (10-5 cell) or a direction or cue (10-6 cell). Only once was the "wait time" followed by a student answer (10-8 cell).

The first row of numbers at the bottom of the matrix indicate how many "tallies" were in each column. The row below that indicates the percent of the total tallies which that represents (i.e., the percent of class time the instructor/students spent in that type of interaction).

Below the matrix is a small table which shows the total number of codes which were recorded (TOTAL ENTRIES), the percentage of time the instructor spent talking (%TT), the percentage of time the students spent talking and/or participating (%ST), the percentage of time the students spent in extended talk (i.e., the 8-8, 9-9, 13-13, 15-15, and 16-16 cells) (%PSSR), the percentage of time the instructor spent in extended talk (i.e., in the 1-1, 2-2, 3-3, 4-4, 5-5, 6-6, 7-7, 11-11, and 12-12 cells) (%TSSR), and the indirect/direct ratio (%ID) which indicates whether the classroom atmosphere was more direct (less than .5) or indirect (.5 and above).

If you are interested in learning how to code the basic ten CIAS categories Dr. Glenn Johnson at Texas A&M University has developed a CAI training module for use on IBM PC or compatible computers. After you have learned the basic ten categories the subcategories for the Expanded CIAS can be added to your "vocabulary" quite easily. (Glenn's address is at the end of this paper if you want to get more information about ordering his training module.)

Preparation of data for client and post-observation consultation. Utilizing all of the written course materials and in-class observation information, the consultant then writes out a *detailed description* of what was observed along with an analysis of the probable sources for the concerns expressed in the pre-observation conference. Then another conference session is scheduled in which all of the above information will be shared with the faculty member. Together the consultant and faculty member will decide how to facilitate the changes the faculty member wishes to make in his or her teaching. Training sessions for the development of more complex teaching skills may be scheduled. If the faculty member feels the changes can be made without these training sessions, then methods for accomplishing these changes are discussed and a follow-up observation time is scheduled (typically 3-4 weeks later).

Follow-up Observation. During the follow-up observation the consultant will focus on the skills and techniques identified for possible change or

improvement. Usually the verbal interactions are coded again, analyzed, and discussed with the faculty member. Another detailed memorandum is written and a decision is made as to whether the process should continue.

The sequence of events outlined above can occur as many times as needed until the faculty member is satisfied with his or her teaching. (Sometimes only one or two sessions are required and sometimes an extended period of assistance is requested—e.g., several semesters.)

Faculty reactions to CIAS. Because the primary tool used in this process is an objective observation system, it provides some convincing "hard data" to illustrate some possible causes for particular problems. The first reaction of most faculty members to this tool is amazement. Then, after the significance of the data is explained to them, they become excited about the information it can provide. The most notable change, which is usually seen immediately, is a heightened awareness of the students and their role in the learning process. Interaction is now encouraged and often the faculty member expresses a desire to learn how to question at higher cognitive levels.

CIAS can also be used with videotaped class segments. The videotape provides conclusive evidence that "there was no silence after that question so the students didn't have an opportunity to think of an answer." The videotaped class session also enables the client to follow along on the coded sheet for a better understanding of just what the codes represent.

A CASE STUDY

Around the middle of July, Dr. Dollar called and indicated that he was not very happy with the Course/Instructor Survey results he had just received for his Spring classes. He felt that they were very low and said he would like for me to look at them and possibly suggest some things he could do to bring them up. I made an appointment for him to come to my office the next day and asked him to bring his evaluations, a syllabus, his text, handouts, copies of his exams and anything else he used to teach his class.

Pre-Observation conference. The next day when Dr. Dollar and I met, I discovered that he was teaching two sections of a required course in Business Finance with 150 students in each section. Two strikes against him already!! And, his evaluation averages were quite low. (On a five-point scale which goes from +2.0 to -2.0, most of his averages were between -.5 and +.5; most good instructors' averages are +1.0 and above.) The written comments on his evaluations indicated

that the students felt he was too busy to be bothered by them outside of class and that he was not very approachable. I was somewhat surprised at this because he was very personable and easy to talk to during our meeting. He indicated, however, that he was *very protective* of his research time and said he did *not* encourage students to come in "just to chat."

His syllabus was very organized and it was evident that he had given a lot of thought to the way in which he was teaching the course. There were ample opportunities for the students to practice what they were learning *and* to obtain feedback on their progress through weekly quizzes and required homework problems. In addition, there were two mid-semester exams and a comprehensive final exam.

Since Dr. Dollar's major problem seemed to be the way he related to the students, we discussed things he could do to improve rapport without taking up extra time outside of class. Because he didn't want a line of students outside his office during his office hours, I suggested that he schedule "Help Sessions" instead of one-to-one office hours. This way he could interact with a smaller number of students at a time and answer questions only once or twice instead of 20 or 30 times! Effective use of the time before and after class could also help him get to know the students and answer a number of "immediate" questions. Much of the research on teaching large classes indicates that the students feel very isolated because they don't know anyone else in the class. So, I suggested that it might help if he have the students form study groups with three or four students in each group. These groups could be encouraged to work together on homework assignments and possibly during some in-class problem solving sessions. Then, I made arrangements to observe his class on the first day to see if I could pick up any verbal or non-verbal messages he might be transmitting to the students; an aloof demeanor, lack of eye contact, etc..

First observation. During my first-day observation, the first thing I noticed was that Dr. Dollar was a little late for class; his TA came in first and set things up. (This gave the impression that Dr. Dollar, himself, was too good for things like setting up the overhead projector.) Next, the lights were *very low*! So low that it was almost impossible to read one's notes. From the middle of the room I had trouble distinguishing Dr. Dollar's facial features. (When I mentioned this after class he said it was so the students could see the overheads better. I told him that I was having trouble seeing well enough to write and suggested he try it with the lights up next time and ask the students

which they preferred. I also reminded him that in order to build rapport, he needed to arrive a little early and stay after class a while.) On the positive side, however, because there were fewer students than chairs, he did ask the students to sit toward the front of the class and told them he wouldn't be using the mike because he always choked himself on the cord. (A little humor!) Most of the students seemed to think that this was a reasonable request and they moved into the first eight rows.

Second observation. I was glad to see Dr. Dollar in the classroom when I arrived around five minutes before the class was to start. Evidently the students were glad to see him too because a number of them were talking to him. I also noted that the lights were up and the overhead transparency image could be seen quite clearly from the back of the room. This latter change made the class atmosphere seem *much* more open and made Dr. Dollar appear more receptive to student input.

During this observation I coded the verbal interactions using the Expanded CIAS and a number of significant patterns emerged upon analysis of the data:

1. First, Dr. Dollar talked 92.4% of the class time (51 minutes) and the students participated during 5.0% of the class time (2.8 minutes). The class lasted a total of 55 minutes. The first 30 minutes of the class consisted of a "Refresher" on the concepts and skills the students were expected to have if they planned to do well in the course and during the next 30 minutes he began discussing new content.

2. Dr. Dollar asked 72 questions in the course of the class session. The types of questions and when they occurred during the class are listed below:

Question Type	Total	Review	New Mat.
4c-Know/Comp	18	17	1
4e-Application	17	10	7
4a-Analysis	4	3	1
4j-Evaluation	1	0	1
4f-Affective	1	1	0
4s-Process	2	2	0
4r-Rhetorical	25	8	17
4p-Probing	4	3	1
TOTAL	72	41	31

Thus, we found that he tended to use Rhetorical questions (4r) when presenting new material and asked Knowledge/Comprehension (4c) and Application (4e) questions during the review. I also noted that he left no "wait time" after asking a question and if the students didn't answer right away, he answered the question himself. (There was only one tally in the 4-0 cell on the matrix

and twenty-six tallies in the 4-5 cell. See matrix in Figure 7.)

3. The generous use of the 5e (Giving examples) category on the data sheets indicated that Dr. Dollar provided numerous examples for the concepts which were being presented.

4. The 6m (Cueing main points) code occurred fairly often which indicated that Dr. Dollar was emphasizing main points and frequently wrote them on the overhead transparency, as

indicated by numerous 6m-5v sequences.

5. The frequent occurrence of the 5m (Mumbling) code indicated that Dr. Dollar needed to maintain breath support, especially at the ends of his sentences, so his voice would be audible.

Because Dr. Dollar seemed to be taking my suggestions to heart, I decided that it would be best to give him some immediate feedback about ways to encourage more student interaction so, I spoke with him briefly after class. I encouraged

FIGURE 7
Case study observation matrix no. 1

INTERACTION ANALYSIS																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1/	3	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0
2/	0	2	9	0	4	0	0	0	0	2	0	0	0	0	0	0
3/	0	3	25	5	19	0	0	0	0	1	1	3	0	0	0	0
4/	1	0	0	13	26	3	0	33	0	1	0	5	4	0	0	0
5/	1	2	0	44	466	31	0	1	0	5	3	18	5	0	0	0
6/	0	0	0	2	23	85	0	0	0	3	2	11	0	0	0	0
7/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8/	0	8	19	2	8	0	0	2	0	0	0	1	0	0	0	0
9/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10/	0	0	0	1	8	3	0	0	0	9	0	6	0	0	0	0
11/	0	0	0	1	4	0	0	3	0	0	2	0	0	0	0	0
12/	1	0	0	16	14	2	0	1	0	6	1	98	1	2	0	0
13/	0	2	4	0	4	0	0	0	0	0	0	0	5	0	0	0
14/	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0
15/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
sum	6	17	57	86	576	126	0	40	0	27	10	142	15	2	0	0
%	0	1.5	5.2	7.8	52.2	11.4	0	3.6	0	2.4	.9	12.9	1.4	.2	0	0

TOTAL ENTRIES:	1104 (55 min.)
%TT:	92.391
%ST:	4.982
%PSSR:	12.727
%TSSR:	68.039
%ID:	.173

Matrix Categories

- | | |
|--------------------------------|--|
| 1. Accepting student attitudes | 9. Non-cognitive student talk |
| 2. Positive reinforcement | 10. Silence |
| 3. Repeating student response | 11. Humor (1h) |
| 4. Questions | 12. Visual & verbal presentation (5v) |
| 5. Lecture | 13. Student questions (8q) |
| 6. Cues/directions | 14. Writing on board w/o talking (0b) |
| 7. Criticism | 15. Students working in groups (8g) |
| 8. Cognitive student talk | 16. Students working individually (8i) |
- NOTE: Categories 15 & 16 were added at a later date.

him to try to ask even more questions which would get the students involved and also to provide opportunities for the students to do some actual problem-solving during class (i.e., work with their study group or with the student sitting next to them to solve a problem and then share their solutions). I also suggested that he needed to maintain the volume of his voice toward the end of his sentences.

Third observation. I coded the interaction during this class session and there were some significant changes:

1. The %TT went down to 80.2% (49.7 minutes) and the %ST went up to 12.4% (8 minutes)! This class session lasted a total of 62 minutes. Dr. Dollar was using the student-group problem solving activities which I had suggested previously. He gave the students approximately 10 minutes to work the problem in their groups; spent the next 20 minutes going over the problem; spent the next 20 minutes discussing and elaborating on material the students had read in their text; and spent the last 20 minutes presenting new material.

FIGURE 8
Case study observation matrix no. 2

INTERACTION ANALYSIS																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1/	15	0	0	1	1	1	0	0	0	2	0	0	0	0	0	0
2/	0	3	6	5	9	2	0	3	0	0	1	2	2	0	0	0
3/	0	2	6	10	16	1	0	1	0	0	1	6	0	0	0	0
4/	1	1	1	7	26	3	0	42	0	3	1	2	18	0	0	0
5/	1	2	0	39	408	20	1	7	0	11	7	18	10	0	0	0
6/	1	1	0	8	13	65	0	0	0	6	0	7	3	0	0	0
7/	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
8/	1	12	27	8	11	2	0	14	0	0	5	2	1	0	0	0
9/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10/	0	0	0	5	4	5	0	1	0	64	0	5	7	0	0	0
11/	0	0	0	0	1	0	0	13	0	1	13	0	0	0	0	0
12/	1	1	0	17	13	4	0	2	0	3	0	96	1	0	0	0
13/	0	11	2	5	22	0	0	1	0	1	0	0	28	0	0	0
14/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
sum	20	33	42	105	524	104	1	84	0	91	28	138	70	0	0	0
%	1.6	2.7	3.4	8.5	42.3	8.4	.1	6.8	0	7.3	2.3	11.1	5.6	0	0	0

TOTAL ENTRIES: 1240 (62 min.)

%TT:	80.242
%ST:	12.419
%PSSR:	27.273
%TSSR:	61.608
%ID:	.229

Matrix Categories

1. Accepting student attitudes
2. Positive reinforcement
3. Repeating student response
4. Questions
5. Lecture
6. Cues/directions
7. Criticism
8. Cognitive student talk

9. Non-cognitive student talk
10. Silence
11. Humor
12. Visual & verbal presentation (5v)
13. Student questions (8q)
14. Writing on board w/o talking (0b)
15. Students working in groups (8g)
16. Students working individually (8i)

NOTE: Categories 15 & 16 were added at a later date.

2. Dr. Dollar asked 98 questions. Below they are categorized by type and when they occurred in the class session:

Type Question	Total	Work Prob.	Disc. Prob.	Disc.	New
4c-Know/Comp	19	0	5	10	4
4e-Application	20	0	6	14	0
4a-Analysis	10	0	1	2	6
4j-Evaluation	1	0	0	1	0
4s-Process	11	3	3	3	2
4r-Rhetorical	14	0	3	6	5
4p-Probing	12	1	1	8	2
TOTAL	98	4	21	51	22
8q-St. Quest.	42	13	10	12	7

The number of student questions asked are also listed above and indicate that Dr. Dollar was quite receptive to student questions no matter what was going on.

3. Dr. Dollar often asked some very good Analysis level questions (4a) during his class, however, because he never left any "wait time" (0-Silence) after them the students didn't have time to think of an answer and he wound up answering them himself. (There were three tallies in the 4-0 cell of the matrix for this class and twenty-six tallies in the 4-5 cell. See Figure 8.)

4. This class session included a great deal of extended "empathy" (see the 1-1 cell on the matrix) and a lot of positive reinforcement (see the 8-2 cell) during the discussion of the problem solutions. This gave the students support and positive feelings about their accomplishments.

5. In addition, there were no 5m codes recorded during the entire class.

CONCLUSION

Throughout my consultation with Dr. Dollar he was always very open to my suggestions and incorporated most of them in his teaching. He carefully studied each set of data sheets and the matrix for each class session. He indicated that becoming aware of the types of interaction he was using in the class made him much more cognizant of the part the students need to play in the teaching/learning process.

Around mid-term I conducted a verbal evaluation in both of his classes and we found that his rapport with the students was now very good. Even though he still didn't hold office hours, *per se*, they felt he was accessible and concerned about their learning. In addition, the averages on his Course/Instructor Survey for the Fall semester went up quite dramatically—most were at .7 and above. Though not among the top ratings for most classes, we discovered that his averages for the "global items" were the *highest ever* for anyone who had taught that course. (The students *really* hated it!!)

In addition to the students' positive feelings about Dr. Dollar and the course, he discovered that he actually enjoyed teaching the course and found, by getting to know some of them, that his students were bright and stimulating! Dr. Dollar has since been promoted to full Professor, has subsequently taught "the" course to a mob of 440, and was awarded the Mass Section Teaching Award in the College of Business.

The Cognitive Interaction Analysis System (CIAS) has been used for seven years to help identify "communication problems" in the classroom. It seems to help faculty members realize that they are teaching students and not just content. They also begin to think in terms of interaction patterns which can be used to communicate their objectives most effectively. As consultants we need to incorporate tools and techniques which will catch the interest of our clients as well as provide concrete evidence that something *has* been accomplished! The CIAS can do both of these things.

For additional information about the Expanded CIAS or for a more detailed description of each of the categories and subcategories, contact:

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For information about the CIAS training module software (for IBM PC and compatibles) contact:

Dr. Glenn Ross Johnson
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Dr. KARRON LEWIS is a Faculty Development Specialist at the Center for Teaching Effectiveness, University of Texas at Austin, where she has been for eight years. She developed the Expanded CIAS system which is described in this paper and used it extensively in the *Large Class Analysis Project*, a research study which she directed from 1980-82. Her book, *Taming the Pedagogical Monster: A Handbook for Large Class Instructors*, was published by the UT Center in 1982. She is now seeking contributing authors for a compiled work of individual consultation techniques for faculty development personnel. Dr. Lewis has identified most of the contributors for the work she is editing, but you are encouraged to contact her if you are interested in participating.

Student and Alumni Activities: A Combination That Works

Combining student and alumni activities has proven to be very effective at St. Louis Community College at Florissant Valley. Future plans call for expansion of the effort to include a college-wide foundation.

By FRANK CANAVIT

TWO-YEAR COLLEGES are becoming increasingly interested in developing alumni organizations as a way to retain ties with this important constituent group. An effective alumni organization can have great impact on two-year institutions in areas such as legislative activities, fund-raising, marketing and recruitment, as well as encouraging alumni to be continuing students and life-long learners.

Alumni programs are relatively new to most two-year colleges, a fact attributed to the relative youth of many two-year colleges. Some colleges have comprehensive alumni programs which are very effective while others have fledgling alumni programs or are contemplating development of an alumni program.

The organization of alumni programs seems to follow one of two models. One approach might be described as the *development or advancement* model. These alumni programs may be operated through, or be a part of, a foundation which has fund-raising as its primary goal. In many cases, alumni programs which are related to a foundation are operated through the development office or through public or community relations offices. There are many effective programs organized in this manner.

A second pattern, which might be described as a *student/alumni activities* model, is becoming more evident at two-year colleges. The model, currently in existence at St. Louis Community College, is the focus of this article.

STARTING A STUDENT/ALUMNI ACTIVITIES PROGRAM

In 1979-80, the board of trustees of St. Louis Community College assigned responsibilities for alumni program development to the directors of student activities at each of the three campuses, and changed their titles to directors of student and alumni activities. Since no college-wide alumni

program plan existed, the directors at each of the three locations developed individualized approaches.

At Florissant Valley, the decision was made to start by establishing an alumni board consisting of former students. Nominations of potential board members were solicited from faculty and staff. Added to that list were a number of former student leaders identified by the director. Subsequently, this charter board met and discussed possible directions for the alumni association. Early discussions centered on the benefits for alumni and for the college of an effective alumni organization. The following list of benefits were established in 1980.

Benefits for Alumni

1. An opportunity to retain ties and provide service to their institution. Many of our career program graduates enter the work force upon completion of their educational goals and consider Florissant Valley as their only alma mater. Many alumni who transfer to four-year institutions, return to the St. Louis area for employment. Geographical location makes our college more accessible for activities than the four-year transfer institution. In effect, we get these individuals back as alumni. An alumni newsletter and other publications would help alumni "keep in touch."

2. An opportunity to participate in college activities including group travel projects, social and educational activities, as well as activities tailored for alumni.

3. Alumni use of college facilities and services such as recreation, library and placement areas.

4. An opportunity to share educational experiences and discuss current career activities with other alumni and students.

5. Continuing education opportunities geared to the needs of alumni.

Service to Florissant Valley

1. As potential political action groups to influence legislation and elections.
2. As active participants in recruitment, through alumni speakers, and through word-of-mouth support as informed citizens.
3. As potential contributors or fund-raisers for scholarship funds and other activities.
4. As "expert consumers" who have completed a curriculum and applied that experience to their lives, these graduates have a unique perspective to impart to the institution.
5. As potential continuing students to up-grade job skills or develop interests.

The student government association cooperated with the alumni board in helping develop programs focusing on alumni and student activities and by funding a start-up budget. Since 1980, student activities funds have been provided for those events which are open to students as well as alumni. Current student leaders seem to view the funding of alumni activities as an investment in their future, since they too will become alumni and may reap benefits of future funding. Additional funding is provided by membership dues and fund-raising activities.

A CONCEPT BECOMES REALITY

As the alumni association started maturing over the next few years, it became apparent that students and alumni have much in common. Evening students, for example, have very similar programming interests as alumni. Weekend and family-oriented activities seem to appeal to both groups. Since alumni are defined as *former students* rather than *graduates*, we find alumni and students changing roles from semester to semester as they return for classes or drop out temporarily. The stereotype of alumni being the graybeards, while students are the young adolescents, simply is not true at the two-year college. In reality, current students have more similarities to alumni than dissimilarities—with the college approaching its 25-year anniversary. The administration of the alumni program through the student activities department has blended the common interests of both groups.

As the alumni association has matured, the board has seen fit to participate in fund-raising activities and conduct efforts to finance alumni-sponsored scholarships for students. The alumni board chose recipients by recognizing outstanding achievements of returning students (which has retention implications) rather than new students, a more common recruitment practice. Fund-

raising efforts have been primarily through receipts from activities such as an annual Grass Roots Festival, where refreshments and craft items, alumni paraphernalia such as T-shirts and alumni pins, and an alumni cookbook are sold. Direct fund solicitation of alumni has not been attempted to date.

Efforts are underway to create an organization which will further cement the relationship between student activities and alumni activities. We are affiliated with a national organization, the Student Alumni Association/Student Foundation (SSA/SF), which has been in existence for a few years. The local organization, called the Florissant Valley Ambassadors, consists primarily of students, but offers provisions for alumni membership. The stated aims of the organization are:

A student organization which serves as a link between the Florissant Valley Alumni Board and the Campus through such activities as:

A. *Student Relations*—Sponsoring and co-sponsoring programs and activities for both alumni and currently enrolled students.

B. *Campus Relations*—Acting as good-will ambassadors for the college by:

1. Acting as tour guides for visiting students, prospective students, staff, and community groups.
2. Assisting in recruitment and orientation activities.
3. Acting as ushers and hosts for college events.

SUMMARY/FUTURE CONSIDERATIONS

Combining student and alumni activities has proven to be very effective at St. Louis Community College at Florissant Valley. Resources, both human and financial, have been utilized more efficiently in this manner than would have been the case by operating two separate programs. Future plans for the St. Louis Community College Foundation, a college-wide effort, will necessitate clarification of roles for campus-based alumni programs as related to the foundation. Most desirable would be a working relationship that would permit campus alumni organizations to continue to sponsor activities that meet the needs of their constituents, and conduct limited, well-defined fund-raising efforts for special projects such as alumni-sponsored scholarships. The Foundation would, of course, be more deeply involved in larger-scale development activities, and local alumni boards and offices of student and alumni activities would stand ready to provide assistance in those efforts.

Dr. FRANK H. CANAVIT is Director of Student/Alumni Activities at St. Louis Community College at Florissant Valley, St. Louis, MO.

Faculty Renewal: Strategies for Vitality

In a period of aging and retrenchment, faculty and institutions face a propensity toward stagnation and a general feeling of malaise. Now, more than ever, it is important that we understand the factors that affect staff vitality and the role that faculty development programs can play in renewal efforts.

By MILLICENT (MIMI) VALEK

THE STAFF OF A COLLEGE is its single greatest resource. In economic terms alone, the staff is the college's most significant and largest capital investment. It is not surprising then that there is growing interest in the vitality of that staff. Higher education institutions recognize that their quality depends on the vitality of the faculty they employ. It is the faculty that carry out the mission of the college, that determine the instructional effectiveness of an institution, that are the resources for accomplishment of goals.

Rapid growth of colleges in the 1950s and 1960s meant plentiful faculty positions and diverse opportunities. All that is now changed. Faculty positions are scarce, opportunities for career advancement are limited, and money is in short supply. The faculty of today will be the faculty of tomorrow. Any significant change in what happens in college classrooms will, of necessity, be effected at most campuses by faculty already on staff.

OVERVIEW OF PROBLEM

As opportunities for faculty decrease, competition for students increases. We encounter a search for new markets that include ever increasing numbers of non-traditional students. Compounding the problem even further is the general decline in the quality of academic work life. Austin and Gamson (cited in Balwin & Krotseng, 1983) report that a "speed-up"—more work for the same pay—is occurring in many places. Instructors are assuming heavier teaching loads with fewer support services. College faculty at schools where salaries have fallen behind state averages often take on overload assignments to meet basic economic needs. In light of today's realities, providing continually stimulated and motivated faculty to students is a major charge. Faculty, like anyone else, have the proven ability to become less exciting, to stop growing professionally and personally.

CONDITIONS AFFECTING FACULTY VITALITY

Clark, Boyer, and Cocoran (1985) describe vitality as "those essential, yet intangible positive qualities of individuals and institutions that enable purposeful production" (p. 3). You cannot expect to enhance the effectiveness of faculty in the classroom if the environment of the institution does not support growth and development, of the leadership of the institution does not model a commitment to quality. Roueche (1985) documents the significance of leadership on teaching excellence in a study conducted by his colleague, George Baker III, himself, and others. Results of studying 154 excellent junior and senior high schools indicate, without exception, that the leadership of the principal inspires faculty to want to stay late, come early, collect and grade papers, and above all, give the extra effort it takes to positively impact the learning process.

What organizational conditions most effectively foster faculty vitality? How can a faculty development program help faculty to assume new challenges and provide opportunities and incentives for self renewal? Fortunately much attention has been paid to studying the effective use of motivators and the community college has an extensive array of incentives on which to draw. An institution that publicizes opportunities, provides funding and released time for appropriate activities, rewards teaching excellence, and models quality leadership communicates a clear sense of mission and demonstrates a sense of concern for a faculty member's life and career even in a time of retrenchment. Tangible rewards such as grants, funds to purchase equipment, and sabbaticals can enhance faculty morale and performance. Less tangible incentives such as faculty-led seminars, recognition in college newsletters, teaching awards, and a stimulating college environment can also motivate.

The Role of Faculty Development

A comprehensive faculty development program will incorporate elements that promote faculty growth, improve student learning, and create an effective environment for teaching and learning (Gaff, 1975). These different approaches may be called faculty development, instructional development, and organizational development. While these three approaches are conceptually distinct, these approaches are not mutually exclusive. Since faculty members are responsible for developing their professional competence in the classroom, designing and implementing curricula, and sharing in the governance of their institution, these approaches correspond to the total role of the faculty

member. We cannot expect to impact the effectiveness of one aspect of the faculty member's role without attending to the others as well.

Faculty development programs must be sensitive to the fact that renewal is an individual need. What motivates one faculty member may not necessarily motivate another. Career stages also matter. Interests, desires, worries, and likes fluctuate over time and these differences need to be considered when designing a program. These individual differences as well as the wide array of incentives at our disposal speak to the wisdom of a multifaceted, flexible approach. Human resources are versatile. Faculty development programs must respond to that versatility if they are to reach more than a small portion of the faculty.

The challenge today in relation to faculty renewal in the years to come is this: How can community colleges maintain or create effective programs in light of limited and diminishing resources? The need is great, but faculty development programs are often viewed as expensive and expendable. However, colleges during the last decade have managed to carry out a wide variety of programs with relatively small budgets. A sample listing and concise description of faculty renewal strategies follow.

Strategies for Vitality

Grants Programs. A number of colleges have a regular competitive program of small grants for faculty projects. Such grants may allow for the purchase of books, resource materials, research projects, curriculum development, travel to conferences, production of media projects, or assistance in publication development. Typically, proposals are reviewed and administered by faculty committees. This gives the added advantage of peer pressure for performance and accountability.

Guest Lecturer Programs. Guest lecturer programs utilize faculty members as a resource pool for faculty in other disciplines. Faculty designated as "guest lecturers" typically receive stipends, release time, or both to serve as in-house lecturers for a designated period of time. Topics are developed that capitalize on the instructors' expertise in their discipline area but that also have applications in other disciplines. An example might be a speech instructor offering presentations on "Interviewing Skills" in a business management class or "Group Process" in a child development class.

Faculty Exchange Programs. Faculty exchanges with faculty members in other colleges provide an opportunity for increased growth through new environment, new students, and new colleagues. Exchanges vary in length from one semester up to one full academic year. Policies differ among

institutions, but often faculty will exchange places with faculty who teach in the same discipline and take responsibility for all duties performed by the exchange counterpart. Faculty remain under contract to their employing institution during the period of exchange and are usually obligated to return to their institution for a specified time period after completing the exchange. Faculty exchange centers operate to assist in identifying faculty and institutions who are interested in participating in exchanges. Institutional membership in the various centers allows interested faculty to list their names and teaching areas in directories that are published and distributed to other members.

Internships. Internships in nonacademic settings such as business or industry allow faculty to upgrade skills and develop knowledge. As in faculty exchanges, the faculty remains under contract to the educational institution and returns after a designated period of time. Hagerstown Junior College (HJC) has a reciprocal agreement with Mack Trucks, the largest employer in the HJC service area. Mack assigns an employee to teach a course for HJC as part of the individual's regular job with the college retaining the right to screen the person as they would any other part-time faculty prospect. Salary money for the part-time faculty contract is put in escrow to be drawn upon by Mack to employ HJC faculty to conduct retraining for Mack hourly and management employees as well as providing outside-of-class opportunities. An example of this process took place when Mack's manager of industrial engineering taught a marketing course and a HJC psychology instructor taught stress management to first-line supervisors (Parsons, 1985).

Shared Purchase Arrangements. Shared purchase arrangements and employee discounts have enabled many faculty members to become computer literate. These arrangements have also afforded the extra benefit of time-saving through the use of word processing to produce the vital, but mundane products of good teaching, such as up-to-date syllabi, revised tests, reading lists, and other materials. The University of Richmond provides very tangible incentives to faculty through a plan where the institution pays half of the cost of a micro-computer for faculty members who agree to pay for the other half. Staff support for training and maintenance is provided by the university (Bowen, 1985).

Release Time. Regular time for creativity and innovation is a rare commodity. Colleges provide release time to faculty to develop a new course, finish a project, or complete a field of studies. Duties are usually assumed by part-time faculty

for the duration of the activity. Sabbaticals are sometimes given to allow faculty to pursue advanced degrees or studies in their fields. The conditions of sabbaticals vary from leave with no pay to partial or full pay. At the College of William and Mary, some larger departments create internal unfunded sabbaticals or release time by absorbing the extra students in other sections (Bowen, 1985).

Faculty Scholarship Programs. A broader view of scholarship than just research and publication has prompted community colleges to look for ways to encourage faculty scholarship. Defining scholarship to include activities such as scholarly study related to course preparation, formal papers to colleagues on-campus or at conferences, leadership in professional organizations, and consulting for public groups allows the concept to be applied to both traditional academic disciplines as well as technical fields.

Montgomery Community College developed a program that encourages faculty to engage in scholarship by providing release time. Support is given for (1) publication; (2) to participate in a performing arts activity; (3) to complete an artistic work; (4) to perform discipline-related work in a public or private setting as a nonpaid consultant; (5) to hold a major office in a professional organization; (6) to develop knowledge of state of the art developments in the technologies areas by participating in nonpaid work in other settings; and (7) to update teaching and professional competence through the reading of an extensive bibliography as part of a preplanned program (Parilla, 1986).

Faculty Workshops. The benefit of faculty workshops is obvious. Presentations provide avenues for exploring various methods or techniques of instruction; acquainting faculty with the institutions's mission, history, curriculum, and types of students enrolled; helping faculty to improve their academic advising and counseling skills; helping faculty improve their research and scholarly skills; and exploring general issues or trends in education. The more timely the topic is, and the more strongly the need is felt, the better the response from the faculty. In addition to contracting with external presenters, faculty can be relied on as in-house consultants to present topics to their peers. This reinforces the practice of encouraging scholarship as the presenter develops his or her abilities and places that work in public view for his or her colleagues to see and evaluate.

Conferences. Conferences play an important role in faculty development as they allow faculty to meet with other members of their discipline to update knowledge in their own fields as well as providing opportunities for cross-curricular development.

Annual conferences such as the one sponsored by the National Institute for Staff and Organizational Development (NISOD) focus on teaching excellence and showcase innovations in teaching across the disciplines. The benefit of participation is not only exposure to new ideas, but also the opportunity to learn from teachers in other disciplines and meet with community college educators from around the world.

With funds for travel being constrained, one alternative style of conferencing is through the use of telecommunications. The PBS Narrowcast System provides strands that present teleconferences to subscriber schools. This makes it possible for faculty to travel to a local site, view the presentation on closed circuit television with their peers, and communicate with other viewers at other colleges through interactive telephone lines (PBS Brochure, 1986).

Master Teacher Seminars. The concept of the Master Teacher Seminar was started by Roger Garrison at Westbrook College in Portland, Maine. It is based on the premise of selecting faculty who really care about teaching and providing them the opportunity to meet and work together without the interruptions, distractions, and stresses of normal life. The environment for such conferences is carefully chosen, often in isolated out-of-the-way sites with plenty of creature comforts provided. Participants meet for a week and exchange ideas on ways to improve teaching within institutions and disciplines, identify new teaching resources, generate new ideas for implementation in the classroom, reflect on major problems affecting their own work, and reaffirm their role as teachers. Master Teacher Seminars are going on across the nation patterned after the model that Garrison started in 1962 (Smith, 1980).

The Texas Association for Staff, Program and Organizational Development (TASPOD) founded its institute, The ROUND-UP For Great Teaching Seminar, in 1982. TASPOD members believed very strongly in the widely acclaimed benefit of the format and the results it produced. By hosting the ROUND-UP at a dude ranch in Ingram, Texas, each Spring, they provide an opportunity for faculty from Texas colleges to meet without the added burden of out-of-state travel expenses (Valek, 1986).

Networks. Consortia such as NISOD provide a means of networking among colleges both across and beyond the nation. Institutional membership provides colleges with a written link through the weekly publication of *Innovation Abstracts* and a quarterly newsletter, *Linkages*. Both publications are a means for learning what is going on in staff and organizational development at other colleges

and for sharing these resources. Other networks include the National Council for Staff Program and Organizational Development (NCSPOD) and its state affiliates.

Feedback. Opinion is split as to whether faculty development should be tied to faculty evaluation. In some colleges faculty are evaluated on their participation in professional development activities. Other colleges view faculty development as the institution's way of responding to faculty who have been identified as needing assistance through the formal evaluation process. In others there is no formal tie at all between faculty evaluation and faculty development. Irregardless of the relationship, there is universal agreement that feedback on teaching is an important key to faculty vitality. Knowing how one is performing in the classroom affects satisfaction with work and can be a strong motivator for improvement. Faculty development programs incorporate a wide array of methods for increasing opportunities for feedback for faculty. These include classroom observer programs where a colleague and student are invited to observe instruction, evaluate, and give feedback. Other methods involve taking a colleague's course and providing weekly feedback, videotaping and critiquing instruction, and inviting faculty development personnel to observe classroom performance and comment.

Growth Contracts. In order to encourage faculty members to think comprehensively about their professional development and to provide for response to individual needs, colleges have initiated programs of faculty growth planning. The basic idea is to get faculty members to think about their professional goals and plans for renewal. The process involves development of a plan based on input from self-evaluations or other evaluation, consultation with peers and administrators, and finally specifying a specific means for achieving the goals of the plan. At some colleges the plan becomes a part of the evaluation process and is reviewed during the evaluation meeting and throughout the year.

Chair Holder Program. While the notion of endowed chairs is usually associated with four-year institutions, there are modifications of that practice that find their way into the community college arena. Houston Community College currently has an endowed chair among the data processing faculty. The holder comes to teaching from private industry, and the additional stipend offers him or her the needed financial incentive to remain. Monies for the stipend are provided through the college's foundation and are used as salary enhancement and for the support of scholarly activities (Whitely, 1986; and Boston, 1985).

Organizational Improvement. Programs that focus on organizational development tend to emphasize the interpersonal processes of academic life. Miami-Dade Community College worked with top administrative staff for two years on projects such as management by objectives, setting goals, designing programs, and evaluation. Later, this program was extended to include faculty (Gaff, 1975). The gains from this type of emphasis are increased awareness of the importance of effective communication and improved interpersonal relationships.

Curricular Change. Changing individual courses, reforming academic programs, and forging new interdisciplinary approaches often force faculty into valuable renewing experiences. Some faculty are able to teach the same course throughout their academic years and still provide a top-notch course. But most faculty simply cannot operate that way. Providing choices in terms of courses to be taught, organization of course materials, and distribution of work load are techniques of enhancing one's sense of personal control and providing a break to the monotony of teaching five introductory courses semester after semester. An example is the current interdisciplinary emphasis on writing across the curriculum. This focus is forcing many faculty to consider new ideas and develop their competence in incorporating the ideas into the curriculum.

Mentor Programs. Mentor programs rely on the senior colleague to act as a mentor to new faculty. The purpose is to provide an on-going orientation to the college during the first semester or year of employment. Activities that are encouraged through these programs include one-on-one discussions of course syllabi, departmental expectations, community college philosophy, kinds of students enrolled, testing and grading procedures, teaching strategies, administrative requirements, as well as classroom observation and feedback. Some institutions provide stipend payments to faculty who serve as mentors. Austin Community College's mentor program is designed primarily for new faculty, but also extends the option of a mentor to faculty who are teaching a new course for the first time or to faculty who are in need of additional assistance to improve their effectiveness in the classroom (Mentor Program Handbook, 1983).

Recognition. Recognition of good work is important for everyone in an organization—faculty members included. If we are to nurture intrinsic satisfactions in teaching, we need to help teachers develop a greater sense of self-competency. Recognition in campus publications, at campus events, and in informal but public interaction helps to

reinforce the institution's values and the competency of the faculty who carry out the instruction. Identifying faculty as mentors, as in-house consultants, as resources to other faculty and the community, are forms of formal recognition for a job well done. In addition, systematic recognition of faculty achievement through teaching awards is common in colleges. Selection processes vary but include peer, student, and administrative input. Tangible rewards are often given to recipients in the way of stipends for scholarly research or travel to professional conferences.

While this sampling of strategies does not exhaust the realm of possibilities, nor the extent of existing programs, it does provide an understanding of the numerous possibilities that abound. It also suggests means for providing a comprehensive, multifaceted approach to faculty development.

CONCLUSION

No single strategy for faculty renewal can succeed everywhere, for faculty characteristics and needs differ as well as institutional values. Nonetheless, as colleges strive to meet the challenge of delivering excited and motivated faculty to students semester after semester, the single most important element is an organizational climate that provides and promotes opportunities for personal and professional growth. A faculty career can still be rewarding despite increased demands and diminishing resources. These same conditions should cause us to focus greater attention on colleges as work places. Educational resources, economic and human, are too precious to waste. It is essential that despite declining revenues we find ways to say "teaching is important here."

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Faculty Exchanges as a Means of Renewal and Development

While a faculty exchange can certainly help a professor to remain enthusiastic about his or her teaching and academic growth, it can have many benefits for the institution too.

By PHYLLIS ZWEIG CHINN

CURRENTLY, many colleges and universities are experiencing a period of steady-state or decreased enrollments. Gone are the days when departments regularly hired new faculty members who provided a steady influx of new ideas, energy, and enthusiasm to departments. Faculty members now tend to stay longer at one institution and often experience "burnout" as they continue to teach similar courses at the same place for long periods of time.

Some faculty members have sabbatical leaves or temporary jobs that allow them to spend time away from their home institutions. Many others are not eligible for sabbatical leaves or cannot afford to live on the less than full pay provisions of such leaves. Many professors foresee long periods of time teaching at the same place with little likelihood of new colleagues to bring new ideas to them. Many different faculty development ideas are being tried in an attempt to keep professors feeling enthusiastic about their teaching and academic growth. This paper is a personal account of one form of faculty renewal, namely, trading jobs.

During the 1983-84 academic year, I traded jobs with a colleague at another institution. I had been teaching for nine years in the Mathematics Department of Humboldt State University, where I was a tenured Associate Professor. For various personal reasons, I had decided I would like to spend a year in Florida. In Spring, 1982, I wrote a letter to the chair of each mathematics department of a university or college in Florida asking if anyone would be interested in exchanging jobs and living quarters with me for 1983-84. I received inquiries from about six people. None of them had what I considered adequate housing for my family. I was beginning to think about renting a home and just exchanging jobs when, in Fall, 1982, I received a phone call from someone at the University of Central Florida in Orlando

asking if I was still interested in faculty exchange. As we began discussing details, this seemed like an ideal trade for us. Our institutions had similar teaching loads and expectations, and the two of us had similar homes and families.

Having established between the two of us a desire to trade jobs, the next step was to arrange administrative details. We exchanged resumes and sample student evaluations, which both departments used as a basis for judging whether to accept or reject the trade. This approval process was very informal, especially compared to the screening procedure followed before a potential new faculty member is offered a job.

Next, each of us needed to obtain administrative approval for our exchange. Humboldt State University has had several people involved in faculty exchanges in the past and has developed a very simple letter of agreement for such exchanges. (See Appendix for a sample of this letter.) Within two weeks, all signatures had been obtained on both campuses and only informal personal arrangements remained. In our case, we exchanged homes and contents intact with each family bringing only clothing, a few personal possessions, and its own automobile, which each family chose to drive cross-country.

Each of us found the year very renewing. We had an opportunity to bring our areas of expertise to new colleagues and to be exposed to many new ideas. Seeing different ways that the two departments and universities handled various academic and administrative situations gave us new ideas to take home to our institutions. Both of us had been heavily involved with committee assignments, academic advising, and administrative tasks on our campus. While we were welcomed wholeheartedly into our host departments, we participated in non-teaching assignments by choice only. This made our work loads slightly more enjoyable than what we had been used to

carrying. In my own case, I was able to devote a great deal of time to joint mathematical research with two colleagues in my area of interest at the University of Central Florida. Because I am the only one in my particular field at Humboldt State University, this collaboration was a tremendous extra benefit of the exchange.

The exchange was a good experience for our families as well. Each of us has two children. All saw new parts of the country in our travels as well as in our new homes. Three of the four children made friends easily at their new schools. One felt isolated and lonely for several months but wound up forming some very close friendships. At the end of the year, all concerned were pleased to return to their "own" homes and friends but were also sad to leave their "temporary" homes and new friends. Having experienced the joy and intellectual stimulation of a faculty trade once, I would be pleased to turn around and arrange another trade. My family, however, will probably convince me to stay settled down a few more years before I leave again.

Financially, a faculty exchange is perhaps one of the least expensive ways to get away for a year. There is no loss of salary or benefits. I am not a tax consultant, and I suggest that anyone proposing to make a faculty exchange should check with current government publications or a tax expert. According to the IRS (1981, pp. 62-3), faculty exchange constitutes a temporary assignment if it lasts less than one year; that resulted in significant tax advantages in 1983-84.

Anyone involved in a faculty exchange during the spring should be sure to take or send all relevant tax records to his or her temporary home for income tax filing. Both of us involved in this exchange inadvertently left some records at home and needed to call the other to find and send some important information.

Although I arranged my own exchange and was guided primarily by geographical considerations, there are other ways to set up a faculty exchange. For example, The National Faculty Exchange (NFE) is a program funded by the Exxon Educational Foundation and institutional member fees to assist in arranging faculty exchanges. According to their 1984-85 Exchange Opportunities booklet:

NFE is a centrally directed, campus-based, membership program which facilitates opportunities for the exchange of a faculty and staff among colleges and universities in the United States and its territories. The variety and number of opportunities in higher education across the United States, coupled with the cultural and geographic diversity in this country, provide countless combinations of exchange environments.

NFE, unlike clearinghouses or regionally

isolated exchange programs, is national in scope and centrally brokers faculty and staff through a pool which accommodates multi-lateral replacements. This approach eliminates the need for a campus:campus exchange of individuals. A replacement for an outgoing exchange participant is likely to come from a campus other than that receiving the exchange. Applications are processed using procedures and timetables common to all member colleges and universities.

The National Faculty Exchange provides a great deal of flexibility in placements, exchange periods and assignments. Administrative personnel may often find time periods of several weeks or months more manageable than the semester or year exchange more appropriate for faculty members. Assignments may be teaching, research, administrative, consulting, observation, or any combination thereof. In most cases, the exchange participant remains on the home institution's salary line.

NFE is funded by the Exxon Education Foundation to encourage interchange of ideas among professionals at institutions of higher education by increasing the mobility of faculty and staff. NFE member institutions, realizing the value of investing in their professional personnel, are committed to assisting faculty and administrative staff to pursue professional growth through exchange. (National Faculty Exchange, 1984, p. 3)

Several professional organizations, including the Mathematical Association of America, also maintain lists of people interested in faculty exchanges. If your professional organization does not, it may still be possible to publish a notice of interest in a national or regional newsletter.

While this article has focused primarily on the benefits available to an individual through a faculty exchange, I would like to conclude with a statement from the NFE regarding benefits to the institution.

For the institution, exchange offers the opportunity to schedule new courses or offer existing courses with new faces and varied approaches. The exchange of ideas between the participant and his/her new colleagues may spark new instructional or administrative approaches. Introduction of new faculty and staff may provide an institution with the opportunity to create new programs or services, solve administrative problems, improve existing programs, or identify approaches to areas of reorganization, retraining or retrenchment.

Other advantages for the institution may include developing projects and working relationships with other colleges and universities, accessing a pool of prescreened faculty and staff as alternatives to short-term hiring situations, increasing staffing opportunities, providing for mobility of faculty and staff while retaining them as continuing employees, and expanding opportunities for sabbatical and other leaves by replacing the outgoing individual with an exchange counterpart in the same or another discipline.

As one component of an institution's faculty and staff development program, the National Faculty Exchange introduces new people with new ideas into academic programs, faculty and student services, and the administrative structures of the institution. In addition, it provides ways for faculty and staff to have an experience which will stimulate them to discover and try fresh approaches to professional tasks. (National Faculty Exchange, 1984, pp. 3-4)

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PHYLLIS ZWEIG CHINN is a Professor of Mathematics at Humboldt State University, Arcata, California. The article is reprinted with the permission of the author and the Professional & Organizational Development Network in Higher Education from the 1985 edition of *To Improve the Academy*.

APPENDIX

Agreement for Exchange of Faculty

In consideration of mutual benefits to be gained by exchange of faculty, Professor _____, _____, and Professor _____, Humboldt State University, agree as follows:

1. _____ will serve as a full-time faculty member at Humboldt State University during the _____ academic year, under the direction of the Chair of the Department of _____*, and other duly designated officers of Humboldt State University, and subject to the regulations governing faculty at said University.
2. _____ will serve as a full-time faculty member at _____ during the _____ academic year, under the direction of the Chair of the Department of _____, Dean of the _____, and other duly designated officers of _____, and subject to the regulations governing faculty at said University.
3. _____ will pay _____ his full salary for the _____ academic year, in accordance with the established salary schedule at _____, just as if he were on full-time duty at said University/College.
4. Humboldt State University will pay _____ his full salary for the _____ academic year, in accordance with the established salary schedule at _____, just as if he were on full-time duty at said University.
5. All privileges and benefits of faculty status, including credit towards sabbatical leave eligibility, salary increases, and the like, shall continue to be accorded both participants of this exchange as if each were in continuing service at his respective home institution.
6. _____ will maintain appropriate records on such technical personnel matters as sick leave usage, accrual of vacation, and accrual of retirement credit for _____.
7. Humboldt State University will maintain appropriate records on such matters as sick leave usage, accrual of vacation, use of personal holiday, and compilation of retirement credit for _____.
8. Both faculty participants to this agreement agree to pay for all transportation costs and any personal expenses incurred by virtue of their participation in this exchange.

(Signed) _____ Date _____

School/College Dean _____ Date _____

Vice President, Academic Affairs _____

Date _____

(Signed) _____ Date _____

School/College Dean _____ Date _____

Appropriate Univ. Administrator _____

Date _____

*"Program Leader" and "Division Chair" will be substituted as appropriate for Department Chairs and Deans as indicated. (A revised form should be prepared for this purpose.)

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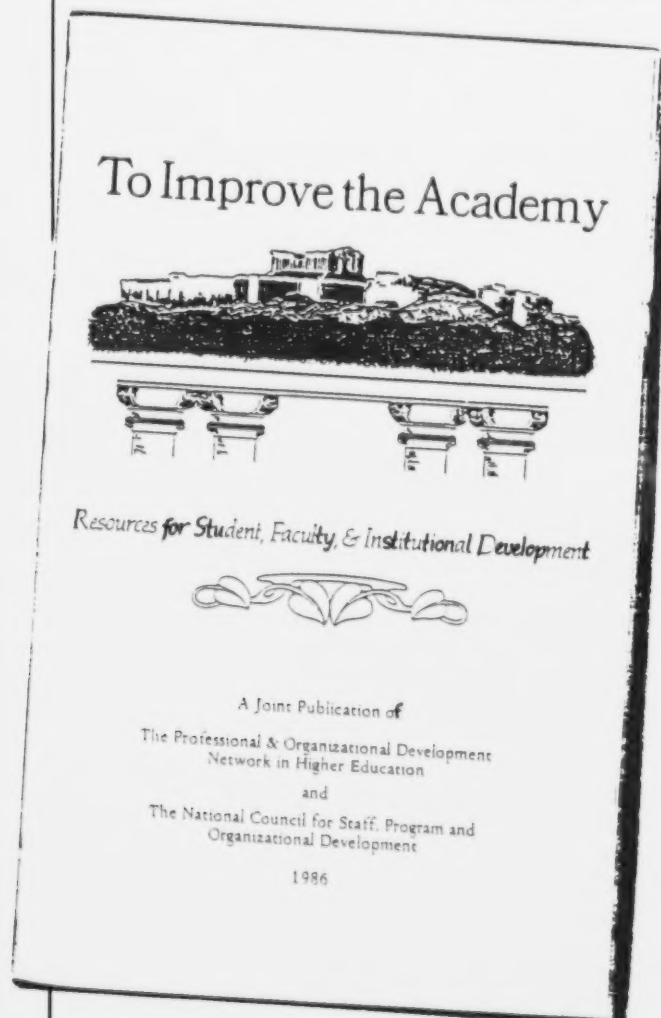
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Mental Health Counseling in the Community College: A Dual-Agency Approach

The many strengths of this community-college/county-health-service cooperative program may have positive applications for mental-health counseling at other colleges and universities.

By JANET B. O'DOWD

SINCE THE MID-1970s, Ulster County Mental Health Services (UCMHS) and Ulster County Community College (UCC) have undertaken a number of joint projects in an effort to respond effectively to the ever-increasing national rise in serious mental disorders among college students. Both agencies are committed to providing quality services to the residents and students of this rural community, located in the Hudson Valley region of New York state. The hiring in February 1984, of a professional consulting social worker by UCMHS to provide on-site mental health counseling at UCC is an outgrowth and expansion of these previous ventures.

DUTIES OF SOCIAL WORKER

The UCMHS consulting social worker's assignment at UCC, generally stated, is:

1. To provide free, short-term counseling to students, faculty and staff for from one to three sessions, with each session being approximately one hour in length.
2. To act as liaison and formally refer persons to other services of the mental health agency including the crisis unit; short- and long-term treatment units for children, adults, couples, groups and families; drug and alcohol programs; inpatient screening services, and day treatment programs.
3. To familiarize persons and/or link them up with other services on campus such as tutoring, vocational counseling, career planning, testing and academic advisement.
4. To explore, together with students and staff, other community resources outside the mental health and college settings, such as self-help groups and private therapist listings.

In addition to these four major assignments, the social worker conducts seminars and instructs classes on a variety of mental health topics and stress management techniques. She supervises a graduate social work intern from the Adelphi University School of Social Work who spends ten hours of her time in direct service with students. One large portion of the intern's assignment is to provide outreach to the students who participate in the volunteer "Friend/Tutor" program at the college.

The consulting social worker holds a master's degree in social work and has extensive post-graduate clinical and diagnostic training as well as experience in the educational milieu. Her ability to quickly and precisely assess a person's presenting concerns is the essence of effective short-term counseling and appropriate referral connections.

The consulting social worker is at the college three days a week for fifteen hours and works in an office situated near the dean of students. This is her only assignment with the agency. She carries out her functions under the auspices of the crisis unit of UCMHS and receives face-to-face, bi-weekly supervision from another experienced social worker employed by that agency. She has clinical back-up assistance always available to her. Confidential records are the property of UCMHS. She also works closely with the administration of UCC, especially the dean of students and his staff, and has an open invitation to attend UCC organizational meetings. In essence, she is employed by UCMHS but is also on staff with UCC. The latter organization reimburses the county for her services.

In the past, mental health personnel were on the campus for much shorter, intermittent periods and already had full and stressful assignments at other locations. Such circumstances spread their availability thin and diluted the extent of their outreach to the college community. Thus, the number of referrals prior to the hiring of the consulting social worker were significantly less.

NATURE OF REFERRALS

Students seeking counseling are self-referred or come at the recommendation of a staff member or friend. Word of mouth, flyers, bulletins and the school newspaper advertise the social worker's availability. An estimated 200 referrals were made to the social worker by the end of the Spring 1986 semester—approximately 40 individuals per semester. Five percent of these were faculty and staff. Students seeking assistance for the most part have had no prior counseling, even though their problems are often serious in nature. Approximately 55 percent are seen from one to three times for symptomatic relief of situational crises, especially anxiety about school. Twenty-five percent are linked up with another unit of the mental health system because their issues are more chronic and intensive. Approximately ten percent are referred to another county service and three percent seek intervention out of county. Ten percent are situations of crisis proportions which require immediate response and follow-up. Some crises include post trauma to rape, terrifying somatic concerns and fears of experiencing a "nervous breakdown." Five percent are screened for inpatient admission at a psychiatric hospital because the individuals appear to be a danger to themselves or others.

The vast majority of referrals are white and middle class, and more than two-thirds are women. The age range is from 17 to 61, with three-fourths being roughly divided between the 20s, 30s and 40s. Initial problems cover a wide range and are mild to severe in quality and intensity. The bulk of referrals have school (25 percent), family (25 percent), alcohol and drug (16 percent) and marital (10 percent) concerns. Legal, employment and housing matters make up about ten percent of the referrals in combination with other issues. Many persons suffer from acute anxiety and depressive features (20-30 percent) while others display more chronic personality dysfunctioning, including prior hospitalizations. Approximately 10 to 15 percent show signs of serious depression, suicide, homicide or psychosis.

One large population seen three or less times are older women, from 35 to 60 years of age, with the presenting symptom of acute and paralyzing test and course anxiety. Perhaps they are in

a pervasively unsatisfying marriage, or are recently widowed, separated or divorced. They have been out of school and the work force for many years, raising children who are now nearly independent. They have no marketable skills, are not self-assured and are returning to school to improve their financial, job and life opportunities. They feel unsupported and rejected by their spouses and family, intimidated by academia and the much younger student population, and they are overwhelmed with their other responsibilities. They work hard at their studies and are highly motivated to achieve—so motivated that their self-worth is on the line. They approach passing a test or course as if it is a life-threatening issue.

During their sessions together, the worker and referred student identify and prioritize problems, review pertinent history and address the need to reduce the impact of the exam or course. They talk about setting modest and realistic goals. They consider ways of reducing the feelings of stress such as good diet, proper exercise and sufficient rest, as well as opportunities to positively commune with family and friends and find validation for their concerns, such as through the "Turning Point"—a campus club for older and/or returning students. They also explore services at the college such as tutoring, which might help to improve the quality of study habits, and other academic counseling to review the viability of the student's plan of study. They focus on past achievements, and talents, and consider what avenues might be followed should the student fail the subject, emphasizing that all doors do not automatically slam as a result of this test or that course.

In addition, they examine relaxation and breathing techniques to use just prior to the exam to reduce the paralyzing component of too much anxiety (without removing it altogether so that the student is too relaxed to concentrate). The worker discusses the value of more long-term treatment, perhaps to explore intrapsychic and interpersonal themes. Usually however, these women do not consider ongoing counseling a priority at this time. Lastly, the worker emphasizes that her door is left open if students should wish to explore additional resources.

Another significant group of referrals who usually do seek further counseling are made up of male and female students, between 18 and 29 years of age, who show signs of depression, lack motivation and are floundering in their course work and career choices. They often are in serious conflict with parents, other family members and friends. They also are not keeping up with other responsibilities in their daily lives. While gathering pertinent history, workers often learn that the students have been using alcohol and/or other

substances on a daily basis and have a history of poly-drug abuse dating back to early adolescence. They do not make a strong connection between their substance use and other life problems, nor do they recognize how such use may be compounding normal growth and development and issues characteristic of the young person moving from childhood to adulthood. During sessions, workers explore these relationships as well as the importance of addressing students' drug use first, or in conjunction with their other concerns. These students are often readily amenable to further counseling and a referral is then made to one of the substance abuse/alcohol programs in the county mental health system.

Other profiles of counseling candidates include persons who recently experienced the death of a child or spouse and continued at a self-help grief group in the community. Another individual with compulsive kleptomania was linked with a private therapist through the county Mental Health Association (MHA). Adult victims of child abuse and potential offenders met one to three times with the social worker. Lastly, individuals with sexual identity issues continued services at another unit of the agency or through community referral.

ENCOURAGING ACCESS TO SERVICES

Three significant factors—accessibility, confidentiality and no fee—seem to reduce barriers for seeking mental health services. Available counseling on campus lessens the stigma some people feel about going to an off-site mental health facility. Also, "counseling" may initially sound less toxic than "therapy." Once a student makes that first foreboding step at the college, he or she is more comfortable about continuing at a clinical facility, if the situation warrants referral. At this point, the social worker's employment with UCMHS cuts through the red tape of inter-, as opposed to intra-, agency referral procedures and expedites service within another unit of the mental health system.

Confidentiality is a second factor which encourages students, and staff, to talk openly about their problems. The fact that this information is not part of school records increases the initial trust bond and provides more anonymity, especially for college staff seeking counseling.

Lastly, the "no fee" policy for three visits eliminates the financial concern a student may have. Thus far, three sessions have been sufficient for getting to the heart of a problem and providing the appropriate linkage with another service. This number of sessions, however, is continually re-evaluated to see that it meets the presenting needs of the college community. If a person continues in counseling elsewhere in the UCMHS system, a sliding scale fee is established.

WORK RELATIONSHIPS

The cooperation and encouragement by staff at both UCC and UCMHS make the atmosphere for counseling on the college campus most positive and conducive. The staff at UCC clearly care about the students and are responsive to individual needs. They recognize the need for a trained and experienced mental health professional and support the social worker's presence on campus. UCMHS also has shown flexibility in allowing the social worker autonomy and latitude in developing as well as expanding her counseling role and for providing excellent supervision and back-up from multi-disciplinary clinicians at each of the units and services.

The social worker is removed from the organizational operations of both agencies to such a degree that she is better able to concentrate on clinical and counseling tasks. While maintaining a friendly and cooperative relationship with UCC staff, for example, she remains a neutral outsider to agency dynamics. Since her work location is not on the grounds of UCMHS, her mother agency, she is not involved in that facility's network either. Her contact with UCMHS, for the most part, is by phone and written reports. Her role is clearly clinical, not administrative.

WORK CONFLICTS

Conflicts that may be inherent between educational and mental health systems, from the social worker's vantage point, have been minimal. On occasion, however, difficulties in carrying out this two-agency endeavor do arise. The college faculty and staff, for instance, have a more casual and open style of sharing information about students among themselves. This style is perfectly natural and valuable, but it conflicts with the stricter confidentiality required by UCMHS. Genuinely concerned staff may pose a question—about how a student is doing in counseling, for example—which would be a breach of confidence were the worker to answer. The fact that a potential client of UCMHS has spoken with a social worker is privileged information, unless written release has been given by the student. Despite day-to-day contact, therefore, spontaneous communication about students between the worker and her college associates is, at times, curtailed and awkward.

Another stumbling block results from the confusing fact that the worker is much more aware of the informal networks of college personnel than she is of her mental health colleagues' networks. Occasionally, therefore, the transmittal of paperwork from UCC to UCMHS has been hampered because the worker lacks familiarity with that agency's informal channels of communication.

The most notable difficulties in the joint operation have occurred during two occasions of acute crisis when students were transported, against their will, to the inpatient screening unit in Kingston, NY, for possible hospital admission. During these instances, the chain of command became ambiguous and the efficiency of response, therefore, delayed. Too many personnel got involved trying to help, compounding and dragging out the incident.

Clinicians who work in a mental health facility are well-seasoned in dealing with such emergencies, and well-versed in the routine of expeditious procedures. Nevertheless, dealing with an individual who is in a serious emotional state and who may temporarily need to be restrained to save a life, is never easy—no matter how extensive is the training, experience, and clinical setting to fall back on. On the whole, college personnel are not prepared for these matters. There has been developed little workable routine that they can rely on with confidence. They do not know where the person is to be sent, and may envision an archaic psychiatric asylum. Often, they are left feeling drained and guilt-ridden. Following both these crises, however, meetings were held to share feelings, concerns, and clarify crisis procedures. The sessions were tremendously effective.

CONCLUSION

Ulster County Mental Health Services and Ulster County Community College expanded previous collaborative efforts to more effectively meet the mental health needs of this rural county and its community college by hiring an experienced social worker in February 1984. Almost 200 referrals, or approximately two percent of the college population, came to the social worker's attention by the conclusion of the 1986 Spring semester.

The cooperative attitude of both agencies minimized stumbling blocks and expedited the resolution of problems. The social worker's dual employment provided her the best of both worlds—expertise from the college staff and readily available mental health back-up from multidisciplinary trained clinicians.

The present services are being expanded by offering group counseling, refining crisis procedures, increasing educational seminars on psychological issues for staff and students, and focusing more on vulnerable populations—such as multi-problemated students with learning deficiencies.

JANET B. O'DOWD, MSW, ACSW, is the Consulting Social Worker for Ulster County Mental Health Services and Ulster County Community College.

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There are many widely shared problems. Faculty resist imperfect evaluation systems, ironically objecting to flaws which are shared by our student grading system. Our academic graduate programs still focus primarily on the development of research skills and the mastery of content. In addition, our colleges and universities will increasingly be peopled by a faculty that is significantly stable (if not declining) in size, far less mobile, and aging. We need to improve our approaches to faculty development if we are to keep these faculty vital. If we value teaching, we must

develop evaluation systems that identify and reward effective teachers. Finally, we must find some way to solve the problem of "academic nomads." U. S. higher education cannot shut out new faculty for years and then expect to find a pool of competent applicants in 1995 when we need them.

The conference will provide individuals having similar interests with time to meet and talk with each other. The Faculty Evaluation and Development papers will have four groups: evaluation and development at four-year and two-year institutions.

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